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ABSTRACT

This curriculum guide suggests materials, resources, and activities related to social studies knowledge and skill development for grades 7-9. Grade 6 activities are also included to inform junior high school teachers what has been previously taught. Part of a series of social studies program guides designed to be used in Spokane public schools for grades K-12, this component outlines lessons on all social science disciplines, with particular emphasis on economics, geography, environment, and political science. The major objective of the curriculum is to help students become responsible citizens. Topics at the junior high level include decision making, influences of media on public opinion, cultural pluralism, parliamentary procedure, racial and sexual bias, sources of values which inspire loyalty, economic self-interest, religious movements, historiography, national heritage, alternative life styles, and labor unions. A description of the subject area and a chart of sequential skills begin each section, followed by an outline of activities, resources, and objectives pertinent to each grade level. Learning activities involve students in graphing, group discussion, setting rules for group discussion, organizing and classifying research materials, identifying and using data, modifying hypotheses based upon additional data, writing a biography of an historical figure, and investigating alternative decisions. A directory of program materials by grade level and evaluation information conclude the document. (Author/DB)

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SOCIAL STUDIES

PROGRAM GUIDE

6 - 9

ED152620

This Social Studies Program Guide has been reviewed by the Board of Directors of the Spokane Public Schools, District 81, and is approved for implementation within the schools of the District.

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Program Development
June, 1977

SO 010 596

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This Social Studies Program Guide has been developed under the authorization of Dr. Walter A. Hitchcock, Superintendent of Schools, and the Cabinet which is advisory to him. The Guide represents the consensus and the efforts of those signed below and is in conformity with the goals and objectives adopted by the Board of Directors and the alternatives selected for implementation.

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FOREWORD

The Social Studies is one way to justify every other course in the curriculum. Its subject matter discusses and provides the REALITY which necessitates all other curriculum areas. It can and should provide the motivating force behind reading, writing, mathematics, science, recreation (art and music) and the like. Without a social setting, those "subjects" are meaningless. The interest factor, beyond the challenge of skill development is directly proportional to the social issues and needs brought to bear on each "subject." Individual needs, while important, have a social setting. For example... in literature, or mere story telling, one does not merely read words, beyond being entertained, one reads a social context, a social meaning, a social message. The importance of numbers lies in economics, vote count, geographical measurement of distance, keeping track of resource production and consumption, etc., not in numbers for the sake of numbers... and so on. Social Studies is the reality upon which a school curriculum should be built.

Social Studies is not a separate and independent discipline. It is not a well defined body of knowledge or content with limited and limiting boundaries, but is the SOURCE and the RETURN of all other disciplines. Social Studies is not a single, unique process. It amalgamates processes to achieve wise choices and responsible action. Social Studies is, instead, a frame of reference which draws from and feeds back into. It pervades and permeates all other disciplines. It is a study of relationships -- all relationships indirectly, but especially those relationships which involve the human person or groups of persons acting, reacting or interacting in self, mutual or collective interest. Social Studies is an attempt to integrate, to pull together the diverse and frequently conflicting elements of those relationships to achieve some sort of meaningful whole and thereby provide direction and purpose to the activities and lives of people.

HOW TO USE THIS GUIDE

This guide is arranged in such a way that there are four columns within the guide. Those items listed in the first or far left-hand column are the activities and resources pertinent to the sixth grade level (column marked 6). Seventh grade activities and resources are found in the second column (marked 7), eighth grade activities and resources are found in the third column (marked 8), and ninth grade activities and resources are found in the far right-hand column (marked 9). Sixth grade activities are included in this guide so that intermediate teachers will know what has been previously studied.

Within each section of this guide or subdiscipline of the social studies (divided by the colored paper), goals are numbered consecutively beginning with one (1) in each section. The goals will be found boxed-in, generally immediately after a heavy solid line. Each goal then has been broken into its component parts. Level of difficulty has been appraised and assigned to a given grade level. This has resulted in the specific learning activities found in the grade level columns of this guide.

A broken line separates the activities or grade level learning goals from the resources available which provide an opportunity to get involved in those activities to achieve grade level goals and eventually the boxed-in competency.

Each numbered goal (boxed-in) is slated for realization in the junior high school, most often the 9th grade level. They are included in this guide so that teachers at a given grade level will know what their effort and what student learning efforts are intended to lead to and why the things students are scheduled to learn at a given level are included at that level.

It may be useful for teachers to cross reference this guide with the Silver Burdett (SB) or Houghton Mifflin (HM) Teacher's Guides by indicating in their copy of those guides, the goals in this guide to which a given lesson or page applies. This will help keep a focus on the aims of Social Studies Education in District 81 and assist in goal-based instruction.

INTENDED USE OF AUXILIARY MATERIALS

Because of the need to provide maps and supplementary materials in the area of the Social Studies, the cost of implementing and maintaining the Social Studies Program is more expensive than costs might be in other areas of the District program. Consequently, the committee has recommended that certain components of the Social Studies Program be adopted as nonconsumable.

Student activity books and the testing materials have been purchased as classroom sets for each teacher, and will be NONRENEWABLE. Answer sheets have been provided by Houghton Mifflin and Silver Burdett with permission (in writing) to copy for classroom use. It is important for all concerned to realize that workbooks and test booklets should not be written in or marked up in any way because they are intended for five year use.

TEXTBOOK AND TEACHER'S GUIDE

The Teacher's Guide, especially to the Silver Burdett materials is an invaluable tool and resource. It is important to read especially the introductory pages which provide the rationale and definition of terms for the program. Lesson-by-lesson the teacher's guides provide many suggestions and activities which will be useful for the realization of the objectives of Spokane Public Schools.

INTRODUCTION

This guide is the consequence of an attempt to arrive at a Social Studies Scope and Sequence, a program of study from the various disciplines and subdisciplines of the Social Sciences, for the Spokane Public Schools, District 81. The goal and their components identified are intended to represent the minimum ideal consistent District program as the members of the Social Studies Review Committee believe that program should be.

The committee and its four task forces have been composed of practicing teachers and principals within the District. The committee members have made a consistent, conscientious and documentable effort to be aware of trends in Social Studies education, and more importantly, of the thinking of their colleagues within the District. Finally, representatives of District patrons and the Spokane community at large, have participated both directly and indirectly in the deliberations of the committee. It is believed that every opportunity to participate in committee deliberations has been provided to the extent possible within the constraints of efficiency and time available. Thus it is felt that the identified competencies represent as broad a range of thinking as possible.

The Goals and Objectives identified and sequenced within this guide are stated as competencies or skills. Skills derive from and are the function of knowledge and understanding. Attitudes and values determine the degree to which skills will be used by the individual learner. But the competency, the ability to do, to use knowledge appropriately and effectively has been judged central to the needs of the learner and consequently to the efforts of Social Studies instruction and program. It should also be noted that the competencies have been stated in learner or student performance terms. The means of judging achievement of the skill is contained within the statement of the competency goal or objective.

The committee is confident that most of the identified competency goals listed within this guide are already being addressed and accomplished at the levels specified within many or most, it not all, of the classrooms of the District. These goal statements simply have not previously been systematically articulated or consistently administered throughout the entire District program. Thus the goals, as stated, are an attempt to organize, systematize and to some extent to standardize (at least minimally) the District program.

These identified competency goals and objectives represent the interest and scope of the Social Studies. Some of the goal statements may overlap or be shared with other disciplines. If a goal fell within the interest or scope of the Social Studies, in the opinion of the members of the committee, it was included. However, it is realized that the actual teaching, or opportunity to learn, may indeed occur in some area other than the Social Studies. This is particularly true of the basic competencies and at the elementary school level. In the opinion of the members of the Social Studies Committee, it is not as important where a competency is taught/learned or stressed as it is that the competency is taught/learned or stressed.

The competency statements (goals and objectives) listed in this document represent ideals against which to measure materials to be reviewed, selected, recommended and adopted. These will serve as objectives against which to measure the implemented District Social Studies program.

The inclusion of all goals, the specific wording, and the sequencing of each goal represents the consensus, the unanimous agreement, of each and every member of the task forces working on their specific grade level tasks. Each task force accepted the judgment of the previous task force concerning the potential achievement of students at that level and proceeded to develop upon that judgment. In the few cases where doubt existed or where mastery was not identified or achieved, the skill was reintroduced or reviewed. It does need to be noted that there are some Social Studies skills in which mastery is doubtful even as adults, however, that does not diminish the importance of the goal or of working toward such mastery.

Certain words or terms occur consistently throughout this guide. It is important that these terms be understood with the meaning with which the members of the committee intended to use them in this context.

Within the body of this guide, competencies are identified as basic, required, or elective.

COMPETENCY means skill, performance or behavior. In the early part of our deliberations much discussion and debate arose as to whether a particular goal statement was a goal statement or an objective. With the decision to work in the realm of competency such argument ceased. This decision also allowed us, as a committee, to build evaluation potential into the competency statement from the beginning. The terms "know," "understand," and "value" have been avoided except in a few instances in which a skill is not desirable. We believe knowledge is important but in American society it is the CAN DO that is valued and respected. With a competency statement or goal, there is no need to ask how we will know the student has accomplished the goal or object--the learner can do or the learner cannot do.

BASIC identifies a particular skill as coping or "survival" skill. Competencies listed in this category are thought to be essential to effective functioning as a human being and/or as a citizen of American society. Most basic competencies are identified for mastery at or by the 9th grade level of maturity and readiness. If the skill cannot be performed at that level, remedial courses should be provided to insure the opportunity to learn to cope effectively and to survive independently within the community.

REQUIRED identifies skills that approach adult levels of maturity. They require some sophistication. They build upon the basic skills. If basic skills are intended to give students the opportunity to learn to survive, to live, the competencies identified as required are intended to give students the opportunity to learn to live better, or to live well. The opportunity to learn required competencies will be provided at the senior high school level in the Social Studies courses required for graduation.

ELECTIVE identifies competency goals provided for those students who may have special interest and/or ability in a given area. The opportunity to acquire these competencies will be offered at the high school level in one or both of two ways -- as an extension of minimal coverage in required courses, depending upon both teacher and student interest and/or abilities, or in special elective courses. In cases where these elective courses now exist, the competencies are fairly specific and well articulated. In cases in which elective courses do not now exist, the competencies identified are intended to be an indication of what such an elective might include. Identification of elective competencies is intended to leave the curriculum, or the District program open-ended for the future development of courses as the need for them may be articulated by students, teachers, and the Spokane community or the nation at large.

Only basic skills are broken into component parts and sequenced according to level of maturity and readiness. Required and elective skills presume basic competency and build upon it. In the sequencing of basic competencies certain terms consistently reoccur and may need some explanation.

INTRODUCE means that the skill is addressed as a knowledge concept or understanding, or as a component skill at the level of readiness or maturity appropriate to the level at which it is first addressed.

REINTRODUCE means that concepts, understandings, etc., are addressed again at a level of greater conceptualization or abstraction. It is the feature of reintroduction that provides for a spiral, rather than a strictly linear development of the District program.

REVIEW, REINFORCE AND EXPAND are terms that are generally used together. For the most part their meaning is consistent with common usage. The concern of the committee at this point has been that the matter be addressed at the grade level specified.

MASTERY is the key term in this report. Mastery means that the skill or competency identified is available to the student for use in appropriate situations. The student CAN DO. The student CAN perform the skill identified efficiently and in a reasonable amount of time. The skills as written are intended to be "can" or "cannot do" skills. It is not intended to be concerned about degrees or gray areas, nor is it intended that students will, in fact, use the skills learned in every appropriate situation. Except to demonstrate possession or acquisition of the skill, it is intended only that the skill be available to the student. In general, except for the 9th grade or the year of mastery, no skill or component is expected to be introduced and mastered in the same year. In most cases, at least a three-year program is provided. Only basic skills and competencies have been identified for mastery because of the nine-year sequence. At the required and elective levels, courses may vary between four and a half months and nine months. Consequently, mastery will vary to a large extent upon student and teacher interest, emphasis, and ability. The identification and listing of such advanced competencies is intended to insure opportunity to learn rather than mastery.

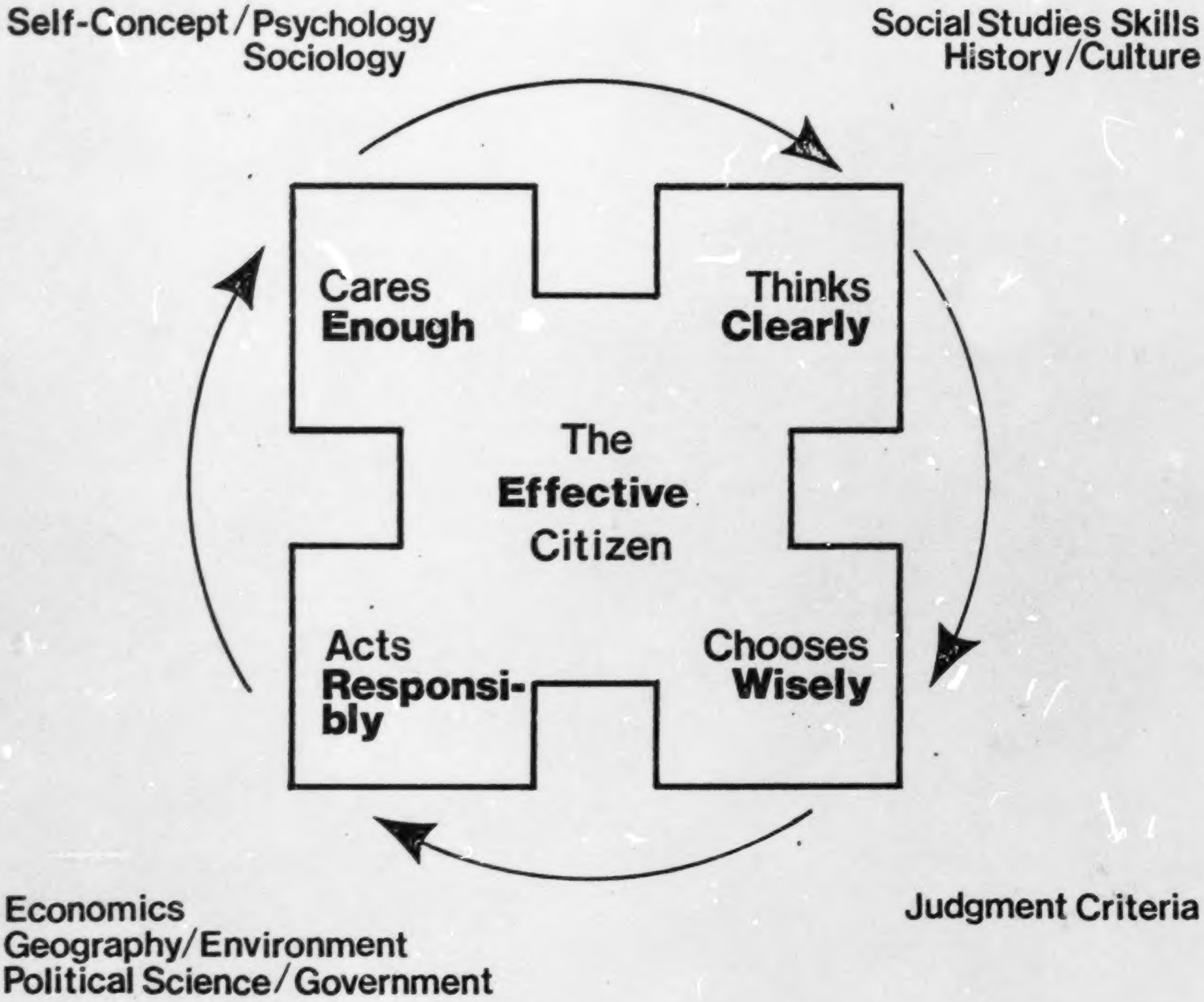
This guide defines the scope of the Social Studies in terms of the disciplines of the social sciences. These disciplines have been identified and to some extent in this report written in an order of priority. Those disciplines listed first tend to be those most important throughout the entire program. Emphasis will tend to shift toward those disciplines listed last as students progress from the primary grades to graduation. In general, it is anticipated that those disciplines listed one through four will be emphasized at the elementary levels, four through six at the junior high levels and six through eight at the senior high levels. The discipline areas have been identified as follows:

1. Self Concept/Phychology
2. Social Studies Skills
3. Judgment Criteria
4. Economics
5. Geography/Environment
6. Political Science/Government (rules & conduct--rights & responsibilities)
7. Sociology/Anthropology
8. History/Culture/Heritage

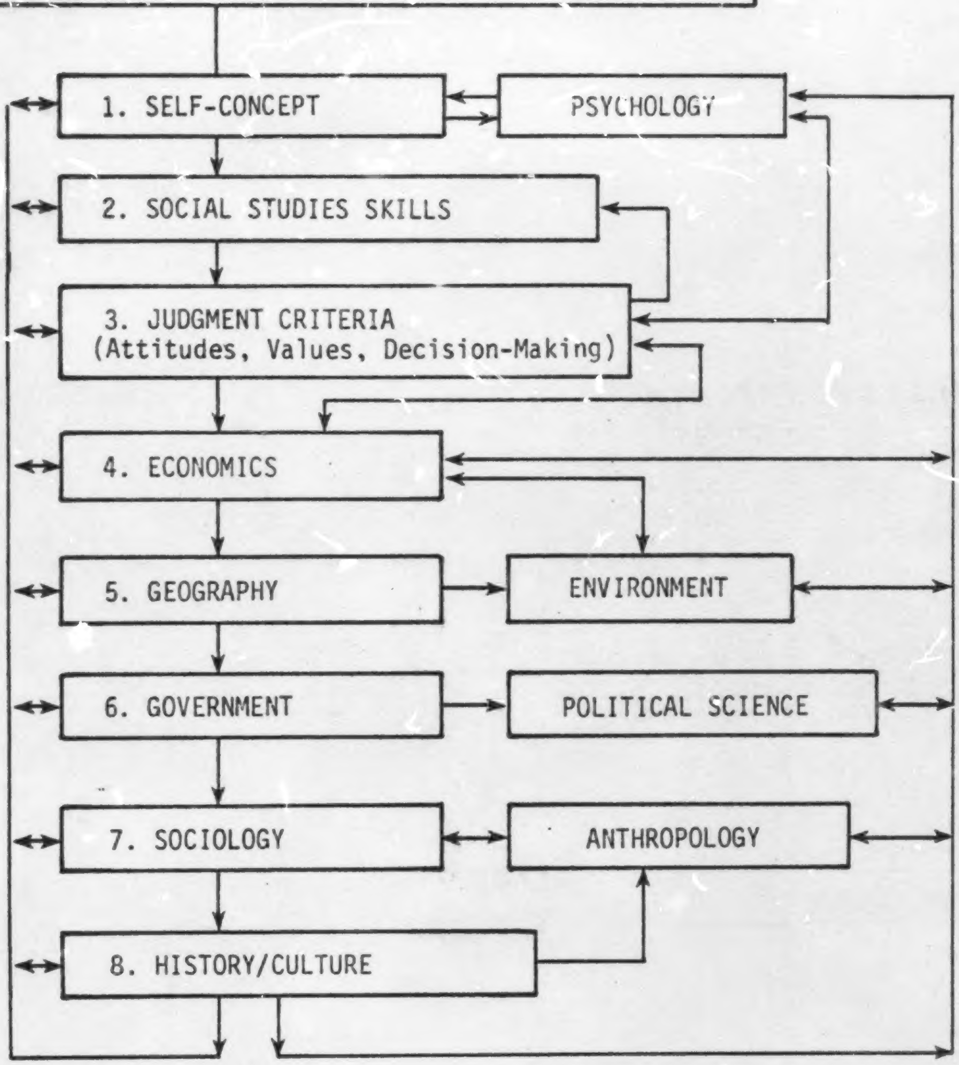
Two areas have been considered, but not identified as separate disciplines. Current Events and Career Education have been sequenced within the specific competencies when appropriate to the competency and at the appropriate levels of readiness and maturity.

This guide intends to refocus the aim or emphasis of the Social Studies program. There is a shift of concern from knowledge, conceptual and/or academic pursuit to skill and competency achievement. This shift rests upon an underlying conviction or philosophy that the central or core purpose of education in general and of the Social Studies in particular is the development of an effective citizen, that is, a person who is informed, a person who cares enough about himself and society and who is able to think clearly, choose wisely, and act responsibly.

THE SOCIAL STUDIES SCOPE

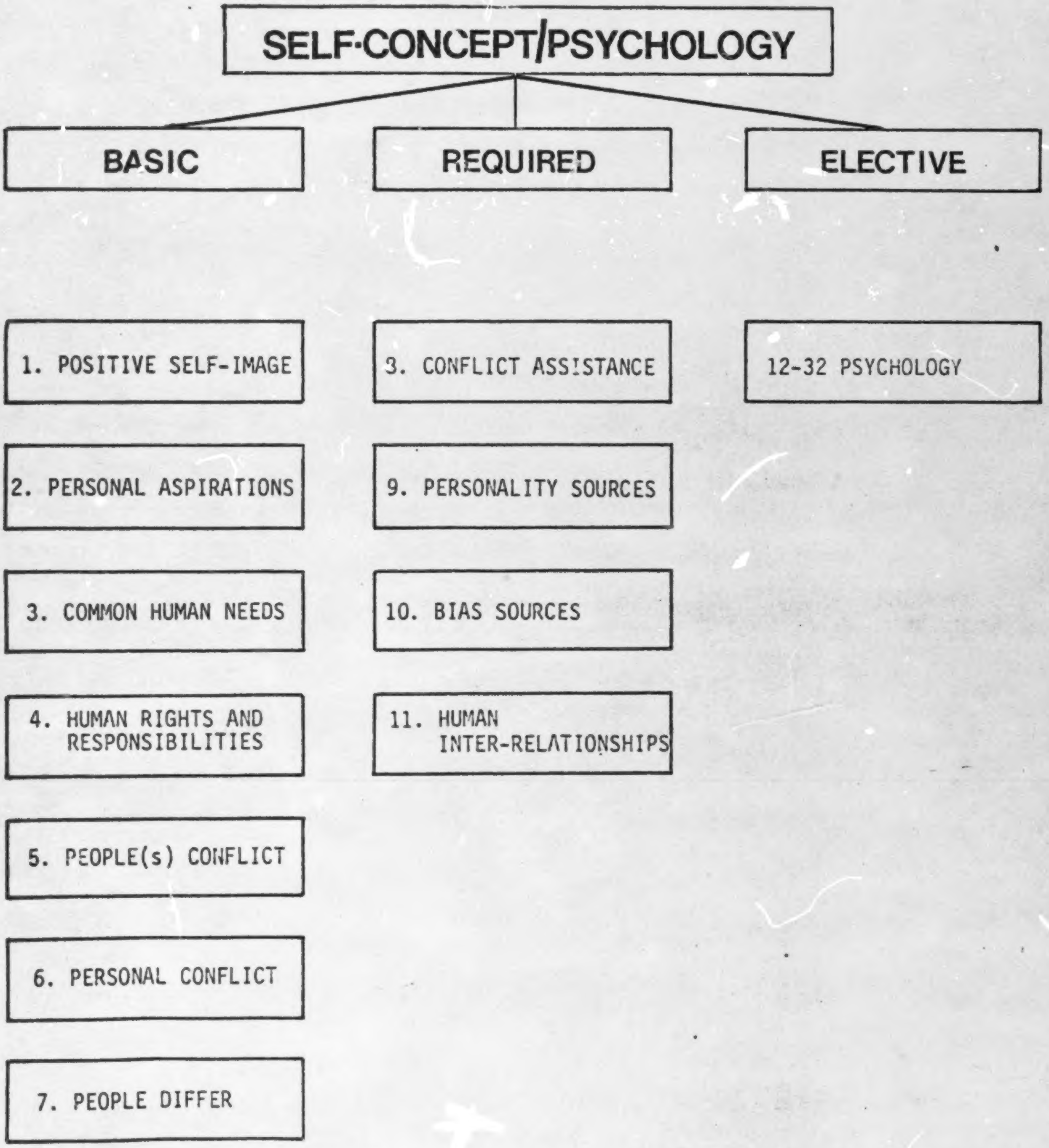

Self-Concept/Psychology
Sociology
Social Studies Skills
History/Culture
Cares
Enough
Thinks
Clearly
The
Effective
Citizen
Acts
Responsibly
Chooses
Wisely
Economics
Geography/Environment
Political Science/Government
Judgment Criteria

THE SOCIAL STUDIES K-12 SCOPE


1. SELF-CONCEPT
PSYCHOLOGY
2. SOCIAL STUDIES SKILLS
3. JUDGMENT CRITERIA (Attitudes, Values, Decision-Making)
4. ECONOMICS
5. GEOGRAPHY
ENVIRONMENT
6. GOVERNMENT
POLITICAL SCIENCE
7. SOCIOLOGY
ANTHROPOLOGY
8. HISTORY/CULTURE

The divisions represented by this scope are artificial to a large extent. This is particularly true below the 9th grade. In general, the areas are interdependent, as the sequence will show. This chart is not intended to represent any priority. It is anticipated that all areas will be learned to some extent at each grade level.

JUNIOR HIGH SCHOOL (6-9) SOCIAL STUDIES GUIDE


SELF-CONCEPT/PSYCHOLOGY
BASIC
REQUIRED
ELECTIVE
1. POSITIVE SELF-IMAGE
2. PERSONAL ASPIRATIONS
3. COMMON HUMAN NEEDS
4. HUMAN RIGHTS AND RESPONSIBILITIES
5. PEOPLE(s) CONFLICT
6. PERSONAL CONFLICT
7. PEOPLE DIFFER
8. CONFLICT ASSISTANCE
9. PERSONALITY SOURCES
10. BIAS SOURCES
11. HUMAN INTER-RELATIONSHIPS
12-32 PSYCHOLOGY

SELF CONCEPT/PSYCHOLOGY

The attempt to build a positive or worthy self concept is synonymous with teaching. The process of achieving a self concept is synonymous with learning. The growth and "acceptance" of a self as a worthy person is, however, a life-long process. It begins at home and it is significantly influenced throughout the years of formal education, particularly in the early years of the educational process. For the most part, the building and achieving a self concept has been a part of the hidden agenda of the educational system.

The importance of positive or worthy self concept cannot be overstated. Without self respect and self acceptance, respect for and acceptance of others simply is not possible -- one cannot give what one does not have. Many or most, if not all, school discipline problems and adverse attitudes arise from negative experiences within a school setting with self image at the center of the problem. An understanding of the dynamics of self concept in the process of learning and of teaching is important for both teacher AND LEARNER. The achievement of self concept rests ultimately on the foundation or corner stone of what the individual can do, or what the individual can become. This is especially true in a school setting. The main shift these goals represent is a shift in focus from what "I am," from what "I cannot do," and from what "I cannot learn" to what "I am becoming," and to what "I am learning to do." The goals are based on a "can do" or skill achievement and the process of achieving.

The achievement of positive self concept is a shared responsibility. It is shared with all other areas of the school curriculum. These goals in this area are a recognition of the responsibility and the duty of the Social Studies to participate in the process. These goals are an attempt to bring efforts at achieving a positive self concept to a conscious and deliberate level of understanding within learners so that they cannot only understand self development (becoming), but also they can be aware of their influence on the development (the becoming) of others.

1. Students will be able to describe the concept of positive self image in terms of national, ethnic, and familial heritage, sex, and the skill, talents, interest and/or aspirations of the individual. (Positive identification is taken to mean acceptance or pride, rather than down grading or depreciating self in these aspects.)

COMMENT - "Love your neighbor AS YOU LOVE YOURSELF." The "teaching"/learning of this competency is one of the most basic functions of education and as such forms, in part, the definition of the role of "teacher."

NOTE: The learning of this competency is seen as continuous throughout the entire formal educational process. Teachers will help learners at all levels to establish a positive self-image as occasions arise. In addition, the following Social Studies sequence should provide classroom opportunities for individual and mutual self concept enhancement.

6	7	8	9
Review, reinforce and expand K-5 understanding and skills. Introduce: The identification of "career" exploration as a part of aspiration. (Students have "discussed" the dignity and contribution of "work." They have begun the identification of self talent, skill and interest; and career exploration has begun in terms of city and community helpers.)	Review, reinforce and expand K-6 understanding and skills. Introduce: The term and meaning of "positive" in regard to self concept. (Emphasize the building of positive self concept in self and in others.) Introduce: Method(s) by which one determines one's skills and talents - both actual and potential or latent.	Review and expand K-7 concept and understanding. Introduce: The concept and understanding of "ethnic" as opposed to or in relation to "national." Discuss and understand ethnic influence on individual family members. (Focus on and stress the positive aspects and benefits of diversity.)	MASTERY - of the competency as stated in the box above. NOTE: Achievement of a positive self image or concept is a life long process, but a description of this as a goal is possible at the 9th grade level of maturity. A focus, not on what the student is, but on what the student is becoming or can become will be helpful.

Introduce: Planning ways to reinforce, expand or actualize skills and/or talents in realizing or pursuing interests and aspirations.

Students should also be able to describe a process or a way to achieve a positive self concept - e.g., setting a goal, working to achieve it, and measuring or identifying progress in the process. (See goal 2 following.)

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: Check the teacher's guide throughout the Silver Burdett Program. Motivational Techniques, Slow Learner Techniques, Extension/Enrichment and the individualized learning program should all provide opportunities, if judiciously used to enhance self concept.

No direct materials or resources identified.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify alternative personal aspirations and explain why these aspirations are important. Students will be able to distinguish between immediate (this class, tomorrow, etc.) aspirations, and long range aspirations (career, life, etc.).

A. Students will be able to identify values and goals that could influence individual decisions.
B. Students will be able to establish and select those intermediate objectives appropriate or needed to achieve those aspirations or goals attempted.
C. Students will be able to identify the knowledge or skills possessed and/or needed to achieve those objectives and aspirations.
D. Students will be able to select realistic aspirations from the alternatives, and explain the selected aspirations in terms of benefit to the student and/or to society.

A. VALUE INFLUENCE.

6	7	8	9
The influence of values etc.) will be more fully addressed in the series on judgment criteria.	Introduce that all people have "goals" (stated or unstated) and values that affect their daily lives.	Review, reinforce and expand grade skills and understanding.	MASTERY - Of the process by which self goals can be identified--review and reinforce grades 7 and 8.

B. ENABLING STEPS.

At the 6th grade level of readiness and maturity and below, all goals and objectives are of an "immediate" nature, thus enabling steps will be addressed only as the occasion or the need arises.	Introduce concept of long and short range "goals." NOTE: Through the 6th grade the interpretation of "short range" or immediate goals has been one week; that interpretation should continue through the 7th grade. Long range goals may extend to a semester in length.	Review, and reinforce 9th grade skills. Expand short range or immediate goals to two weeks. Long range goals may introduce career and high school planning. Students should be able to deal with a semester and next year or the 9th grade planning.	MASTERY - Of process and of the need in planning, i.e., the concept--review, reinforce and expand K-8 skills and understandings. Students should be involved in planning a high school program of studies consistent with student aspiration.

C. SKILL NEEDS ASSESSMENTS.

Review, reinforce and expand grade 5 skills. (Students have been introduced to identification, with teacher guidance, the knowledge and skills needed or possessed to achieve selected objectives and/or aspirations.)	Introduce sources of information and material concerning jobs and careers.	Review, reinforce and expand grades 5-7 skills and understanding.	MASTERY - Of source material. Students will be able to explain where information is and how to use it.

D. REALITY AND BENEFIT.

6	7	8	9
Not applicable below the 7th grade level of maturity and readiness, except on an ad hoc basis and as coordinated with Self Concept/Psychology Skill No. 1.	Introduce the idea that people must make a choice between/among alternative goals "best" for self.	Introduce concept that people must choose between/among goals "best" for a community.	MASTERY - Students will be able to explain that people must make choices between alternative goals which are best suited for self and today's society.

RESOURCES

NOTE: At the 9th grade level all four components need to be integrated and coordinated to achieve mastery of the competency goal as written in the box above.

No specific resources have been identified, although especially in the Silver Burdett materials opportunities and activities which would lend themselves effectively to this objective can be found periodically throughout the text. The main and best opportunities, however, will flow from the introduction to and the culmination of the course and from the planning and/or counseling type sessions preceding enrollment for next year's course work. It may also be effective to reserve one day each month for the specific purpose of building the skills of this and other self concept goals.

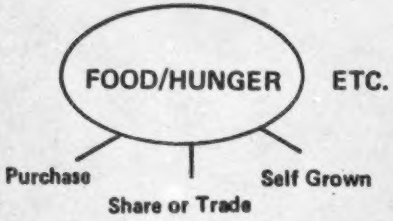
TEACHER NOTES AND RESOURCES:

3. Students will be able to identify and explain basic common human needs. Students will be able to illustrate, in chart form, three alternative ways in which people(s) can provide for the satisfaction of these needs in an acceptable manner for the society or community in which the people(s) live.

Review, reinforce and expand K-5 knowledge and skills. (Students have been introduced to and have discussed the common basic needs of food, shelter, clothing, a sense of belonging, safety or security, and self esteem.)	Review, reinforce and expand K-6 knowledge and skills. Re-introduce: Identification and explanation of human need -- physiological, security, belonging and esteem. Show and discuss how these needs are met in the materials provided by Silver Burdett.	Review, reinforce and expand K-7 knowledge and skills. Introduce: Charts to show basic physiological needs, i.e., food, shelter and clothing. Introduce: Wwithin the context of United States history, particularly in the time period of colonization, and reinforce periodically through the units on the culture of the times. (See 8th grade sample chart below.)	MASTERY - Competency as stated in the box above. Review, reinforce and expand K-8 knowledge and skills as needed apply to Washington State and to the nation through World War I. Introduce alternatives to security, belonging, and self esteem human needs. (See 9th grade sample charts below.)

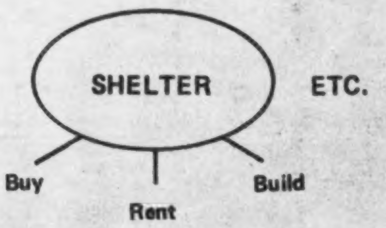
RESOURCES

8th Grade Sample Charts


FOOD/HUNGER
ETC.
Purchase
Share or Trade
Self Grown

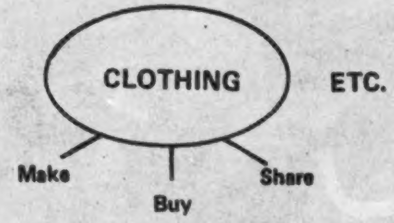
CULTURAL ALTERNATIVE

E.g.	China	Rice
	United States	Bread
	Italy	Pasta


SHELTER
ETC.
Buy
Rent
Build

CULTURAL ALTERNATIVE

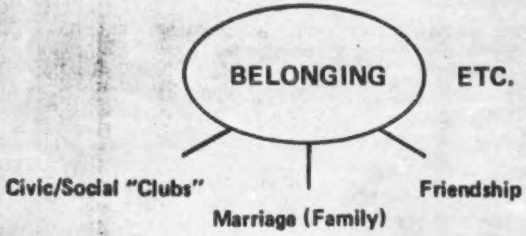
E.g.	Eskimo	Igloo
	Swiss	Chalet
	Pioneer	Log Cabin

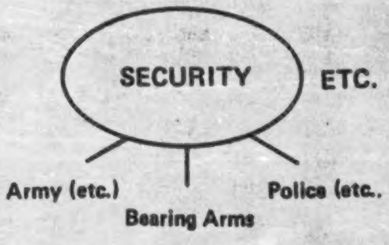

CLOTHING
ETC.
Make
Buy
Share

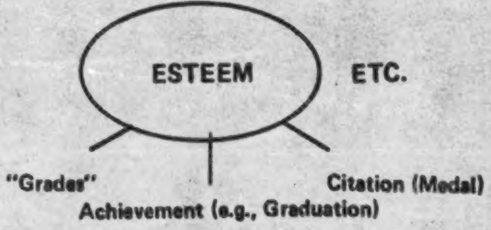
CULTURAL ALTERNATIVE

E.g.	Scotland	Kilt
	Career	Uniform
	Germany	Lederhosen

9th Grade Sample Charts


BELONGING
ETC.
Civic/Social "Clubs"
Marriage (Family)
Friendship


SECURITY
ETC.
Army (etc.)
Bearing Arms
Police (etc..


ESTEEM
ETC.
"Grades"
Achievement (e.g., Graduation)
Citation (Medal)

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. However checking the Silver Burdett materials (7th grade pages T-22 through T-43, 8th grade T-33) particularly under the headings of Sociology, Anthropology, Economics, and Geography may be useful. Teachers should also check the objectives of each lesson throughout the Silver Burdett materials for specific coverage. At the 9th grade level, the overview provided in the beginning parts of the teacher's edition may provide some cues to opportunities to review, reinforce, and practice this skill for mastery.

TEACHER NOTES AND RESOURCES:

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4. Students will be able to explain how basic human rights and responsibilities arise out of common human needs.

NOTE: Coordinate with goals 1 and 3 above and with goal 1 in the Political Science/Government section in this guide.

Introduce: The relationship between rights, responsibilities and needs. Coordinate as suggested in the note immediately above.	Review, reinforce and expand 6th grade concepts and knowledge. Introduce the concept that rights and responsibilities flow from needs and that in similar fashion needs flow from rights and responsibilities.	Review, reinforce and expand grades 6-7 concepts and understandings. Arrive at generalization and give examples.	MASTERY - Competency as stated in the box above. Review, reinforce and expand grades 6-8 as needed.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: The means and resources to achieve this goal have not been specifically identified. It is anticipated that the opportunity to develop and build student achievement toward this goal will occur or flow naturally from working with goals one and three of this section, but even more directly from working with Political Science/Government goal 1.

TEACHER NOTES AND RESOURCES:

5. Students will be able to explain how conflict may arise among people(s) as they attempt to provide for the satisfaction of their needs and be able to show alternative ways such conflicts might be resolved.

6	7	8	9
Review, reinforce and expand 5th grade knowledge and (Students have been introduced and discussed the concept of conflict and of trade or trade offs.)	Review, reinforce and expand grades 5-6 concepts of conflict and trade (tradeoff). Re-introduce: The concept of human needs - coordinate with need competencies from Self Concept/Psychology, Economics and Geography.	Review, reinforce and expand grades 5-7 concepts of conflict and trade (tradeoff). Expand and reinforce alternative ways to resolve conflict. (See 7th grade column.)	MASTERY - Competency as stated in the box above. Review, reinforce and expand. Coordinate with other goals and components as needed.

	Introduce alternative ways to resolve conflict (e.g., trade, aggression, compromise, negotiation; ignore needs, and submission).		

RESOURCES

See Intermediate (5-6) Program Guide.	Silver Burdett - Check the geography goals for each lesson to discover what is lacking and what each region must trade to acquire. See also teacher guide section of textbook, T-22 through T-43.	Silver Burdett - Most opportunities will occur in a historical context. Be sure to check the goals and activities of each lesson. See also teacher guide section of textbook, T-12 through T-33.	Houghton Mifflin - No specific resources identified however specific example can be found through the history section. See also Trees and 280 Zs for Trade.

TEACHER NOTES AND RESOURCES:

6. The student will be able to list and explain alternative ways in which personal needs and conflicts can be resolved.

6	7	8	9
This competency goal is recognized as an important competency. However it is not sequenced below the 7th grade level except on the basis of the appropriate teachable moment. It is anticipated that this skill can be developed to the degree appropriate at the 6th grade level in the contexts of Self Concept Goal No. 5, Social Studies Skills Goal No. 10, Political Science Goal No. 9 and Judgment Criteria Goal No. 9. Coordinate as appropriate.	Introduce and re-introduce from coordinate competencies (Self Concept Goal No. 5, Social Studies Skills Goal No. 10, Political Science Goal No. 9, Judgment Criteria Goal No. 9. (See Judgment Criteria Goal No. 9 especially.) Identify current ways of resolving individual needs and conflicts. Introduce alternative ways of resolving needs and conflicts (see Self Concept Goal No. 5 above).	Review, reinforce and expand 7th grade knowledge and skills. Integrate so that students are able to select two alternative methods of resolving personal needs or conflicts in a given case study and to explain the consequences of each choice. Case study may be taken from History, e.g., Nathane Hale, Hamilton/Burr, etc. (See Self Concept Goal No. 5, Column 7.)	MASTERY - Competency as stated in the box above. Review, reinforce and expand grades 7-8 as needed.

RESOURCES

Not applicable

NOTE: No specific resources have been identified. It is anticipated that opportunities to build and practice this skill and competency will flow naturally from the materials provided and from the suggested sample activities listed above.

TEACHER NOTES AND RESOURCES:

7. Students will be able to draw a diagram and to use that diagram to explain how and why people differ.

MASTERY - Students will be able to reproduce a model similar to the 6th grade chart (see resources below) and to explain it.

Introduce: An expansion of the 6th grade chart (see the 7th grade chart under resources below).

Introduce the vocabulary and concepts involved on the 7th grade chart and begin explanation by way of examples from comparative case studies.

Review, reinforce and expand 7th grade chart and its explanation.

MASTERY - Competency as stated in box above.

RESOURCES

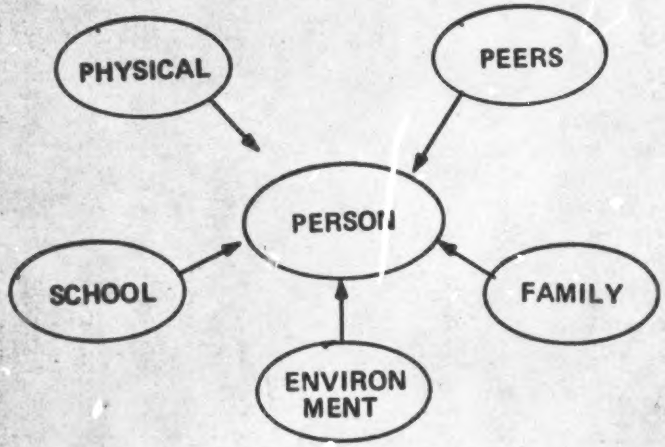
See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. However checking the Silver Burdett materials (7th grade pages T-22 through T-43, 8th grade pages T-12 through T-33) particularly under the headings of Sociology/Anthropology, Economics, and Geography (or History in the 5th grade) may prove helpful. Also check the objectives of each lesson as you come to them. At the 9th grade level, the overview provided in the beginning parts of the teacher's edition may provide some cues to opportunities to practice this skill for mastery. Perhaps the most effective way to reach this skill would be to reserve one day each month, as suggested under Goal No. 2 above, for the purpose of building this skill and/or coordinating it with other goals in this section.

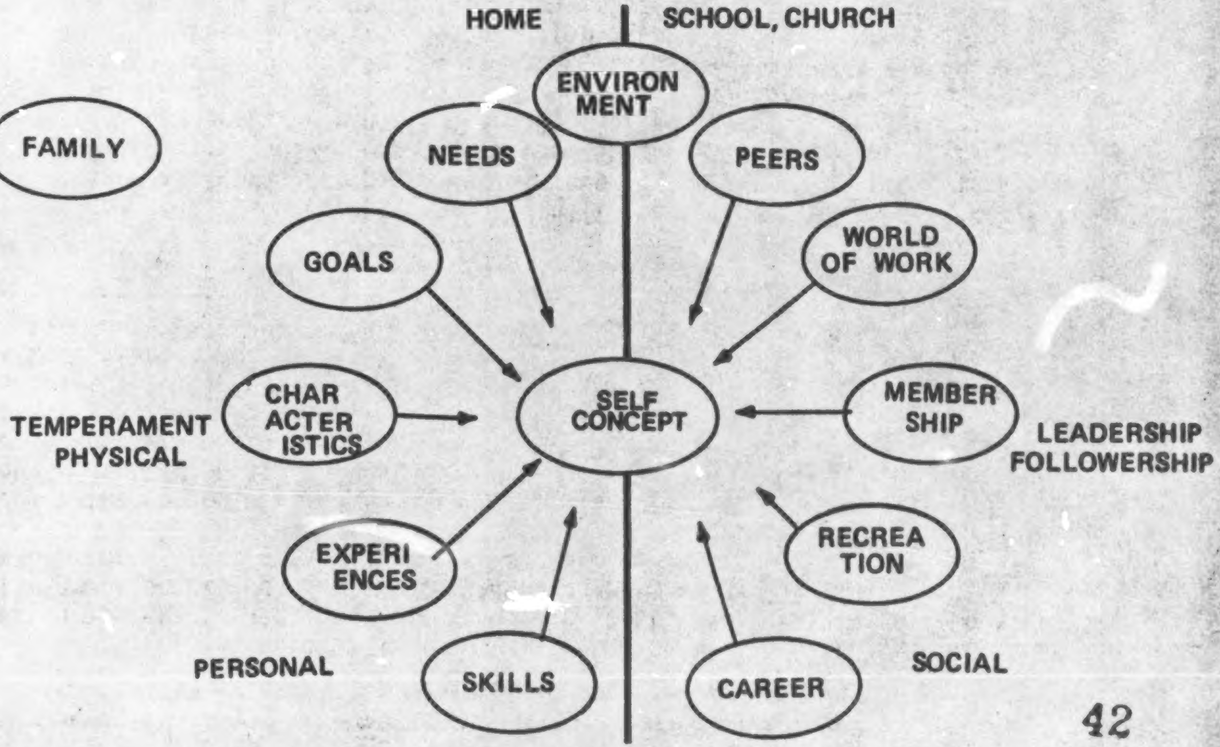
TEACHER NOTES AND RESOURCES:

SEE SAMPLE CHARTS ON NEXT PAGE

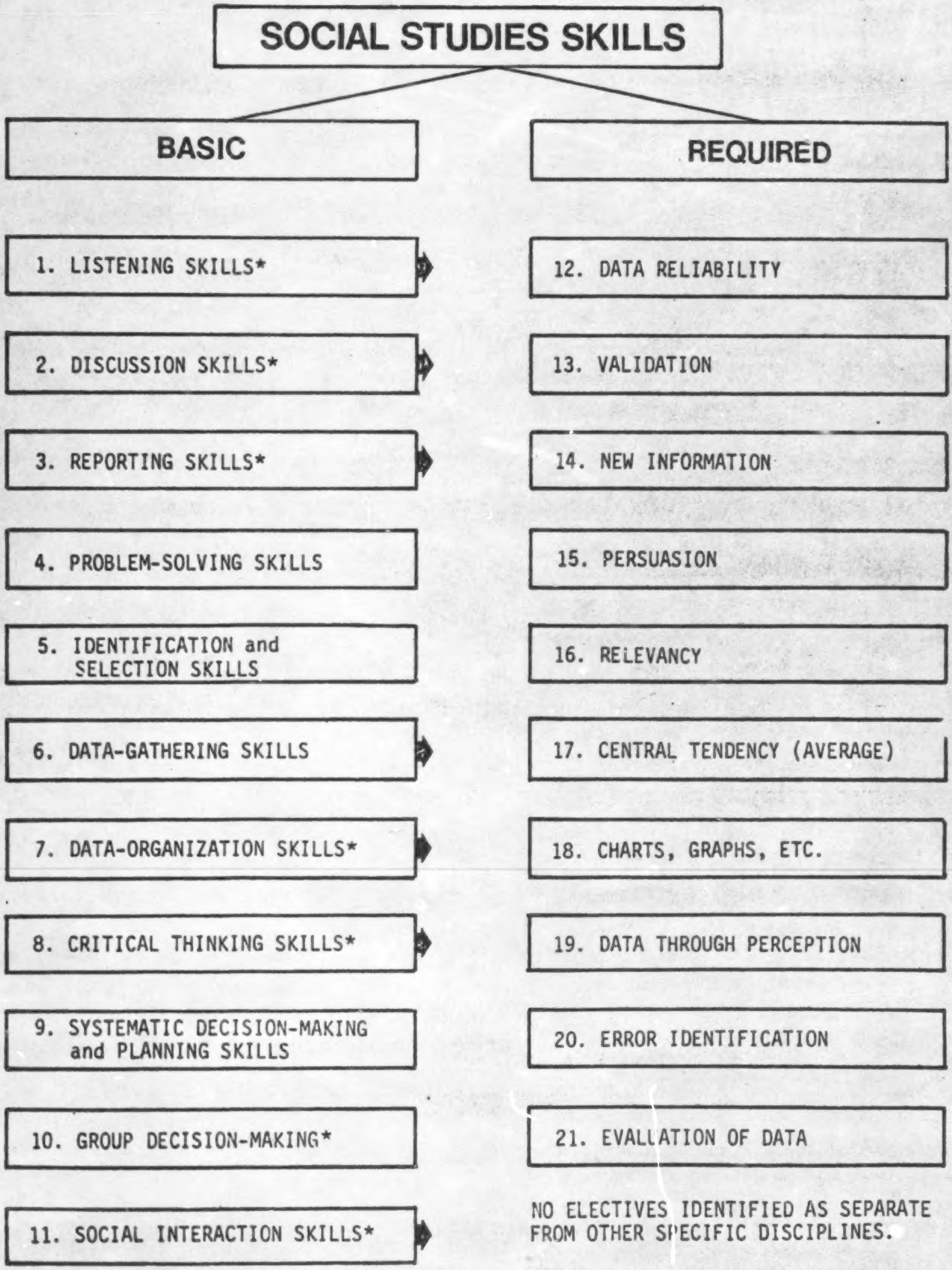
Sample: Model 6th Grade Chart


PHYSICAL
PEERS
PERSON
SCHOOL
FAMILY
ENVIRON MENT

Sample: Model Junior High School [7th grade]


HOME
SCHOOL, CHURCH
ENVIRON MENT
NEEDS
PEERS
GOALS
WORLD OF WORK
TEMPERAMENT
PHYSICAL
CHAR ACTER ISTICS
SELF CONCEPT
MEMBER SHIP
LEADERSHIP
FOLLOWERSHIP
EXPERI ENCES
RECREA TION
PERSONAL
SKILLS
CAREER
SOCIAL

SOCIAL STUDIES SKILLS



SOCIAL STUDIES SKILLS

BASIC	REQUIRED
1. LISTENING SKILLS*	12. DATA RELIABILITY
2. DISCUSSION SKILLS*	13. VALIDATION
3. REPORTING SKILLS*	14. NEW INFORMATION
4. PROBLEM-SOLVING SKILLS	15. PERSUASION
5. IDENTIFICATION and SELECTION SKILLS	16. RELEVANCY
6. DATA-GATHERING SKILLS	17. CENTRAL TENDENCY (AVERAGE)
7. DATA-ORGANIZATION SKILLS*	18. CHARTS, GRAPHS, ETC.
8. CRITICAL THINKING SKILLS*	19. DATA THROUGH PERCEPTION
9. SYSTEMATIC DECISION-MAKING and PLANNING SKILLS	20. ERROR IDENTIFICATION
10. GROUP DECISION-MAKING*	21. EVALUATION OF DATA
11. SOCIAL INTERACTION SKILLS*	NO ELECTIVES IDENTIFIED AS SEPARATE FROM OTHER SPECIFIC DISCIPLINES.

*Skills shared with other disciplines (e.g., Language Arts, Science, Math, etc.).

SOCIAL STUDIES SKILLS

The skills identified in this section are skills that are shared with many areas of the curriculum. In fact, the individual components of many of these skills may, and likely will be, taught in other subject matter areas. It is, however, the Social Studies that amalgamates them into a meaningful whole and a system, and gives them purpose. The most likely application, in a practical way, for most students will be in the Social Studies areas. These skills form the basis or means of study in the subdisciplinary areas of the Social Studies and ultimately in the processes of effective citizenship.

For these reasons, it is important that the Social Studies Committee members identify these skills.

1. LISTENING SKILLS: All students will be able to list a minimum of six of the nine listening skills listed herein, and give an example of the appropriate use of each.

A. Listen (observe) with a purpose.
B. Listen attentively and respectfully.
C. Identify sequence of ideas presented and select the most important ideas.
D. Ask appropriate questions to clarify points or issues.
E. Reserve judgment until the entire idea is heard.
F. Take notes while continuing to listen.
G. Summarize or paraphrase what has been said.
H. Respond in context on what has been heard.
I. Build upon ideas which have been stated.

NOTE: The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. MASTERY of this skill and its components rest in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

A. PURPOSE.

B. RESPECT.

6	7	8	9
Review, reinforce and expand K-5 skills. (Students have learned to listen for emphasis, i.e., repetition, voice stress, etc., and for fact and opinion. From kindergarten purposes have included: direction, information, enjoyment and enrichment.)	Review, reinforce and expand K-6 listening skills. Introduce: Listening (observing) for feeling, i.e., affective listening.	Review, reinforce and expand K-7 listening skills. Anticipate 9th grade mastery.	MASTERY - Coordinate all components of this skill so that students can demonstrate mastery of the competency as stated in the box above. Students can listen effectively and identify circumstances when effective listening or observation is not followed.

C. IDEA SEQUENCE.

Review, reinforce and expand K-5 skills. Students have worked with outlines including sub-topics. Students have worked with sequencing of ideas and things.	Review, reinforce and expand outlining skills as one way to effect good listening. Introduce: Listening for general to specific information. Outlining helps. Teacher guidance will be important early on.	Review, reinforce and expand K-7 skills. Review outline skills from listening. Introduce: Listening for cuase and effect sequences.	Review, reinforce and expand K-8 skills in listening. Introduce: Listening for priority sequence. Anticipate mastery at the high school level.

D. CLARIFYING QUESTIONS.

E. RESERVED JUDGMENT.

Review, reinforce and expand K-5 skills. Students have practiced asking questions appropriate to clarifying points, issues, directions and/or tasks. Student has worked on not interrupting.	Review, reinforce and expand K-6 skills. Introduce: Listening for differing points of view (speakers, classroom panels, etc.).	Review, reinforce and expand K-7 skills. Introduce: Listening for propaganda, "diplomatic" or special language recognition (e.g., newspapers, radio, TV, etc.).	Review, reinforce and expand K-8 skills. Anticipate mastery at the high school level.

6	7	8	9
F. NOTE-TAKING.			
Review, reinforce and expand grade 5 (see also Skill 1C main and supporting ideas).	Review, reinforce and expand K-6. Introduce: Note-taking from oral sources, film, reading.	Review, reinforce and expand K-7. Introduce: Note-taking from class discussions. Review sequencing ideas main and supportive.	Review, reinforce and expand K-8. Reinforce note-taking from class-discussions. Anticipate mastery at the high school level.
G. SUMMARIZATION AND PARAPHRASING.			
Review, reinforce and expand K-5 skills.	Review, reinforce and expand K-6. Introduce: Summary of films and reading.	Review, reinforce and expand K-7. Introduce: Summarizing discussion notes, panels, etc.	MASTERY - Summarizing and paraphrasing skills from what is heard (restatement in student's own words).
H. RESPONDING IN CONTEXT.			
Review, reinforce and expand K-5 skills. Students can stay on the subject.	MASTERY: Responding in context on what has been heard.	Skill is functional--reinforce	Skill is functional--reinforce
I. IDEA BUILDING.			
Review and expand K-5. Introduce: Consequence, cause and effect. Students have also been introduced to meaning and inference.	Review and expand K-6. Review inference, consequence, and cause and effect.	Review and expand K-7. Expand an idea into a concept or process.	Review and reinforce K-8. Anticipate mastery at the senior high level.

RESOURCES

See Intermediate (3-6) Program Guide.	NOTE: No specific resources have been identified. It is anticipated that the introduction of these skills and components will be in the area of the Language Arts. However, the natural application of these skills does lie within the realm of the Social Studies. It may well be that in the first years of implementation Social Studies teachers will need to introduce these skills, but as time progresses the more likely role will be to provide students an opportunity to build and reinforce their skills. It might be that teachers will want to reserve one day a week to build these skills and to reduce the time needed or to apply that time to other more direct Social Studies skills as the students become more and more proficient in the use of listening skills.

TEACHER NOTES AND RESOURCES:

2. DISCUSSION SKILLS:

A. All students will be able to identify the type and/or level of discussion, e.g., idea, fact, or opinion sharing, problem solving, planning, etc.

B. All students will be able to demonstrate the procedural skills of group discussion by:

1. Speaking for and with a purpose.
2. Speaking with respect.
3. Asking others to express their views and accepting those views (etc.) without censure.
4. Interacting in various capacities (e.g., leader, supporter, clarifier).
5. Asking for clarification and/or elaboration when needed.
6. Accepting a share of responsibilities and credit and being supportive of the group and group decisions.
7. Ending a discussion when resolution has been achieved.

NOTE: The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. Mastery of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

A. TYPE AND LEVEL OF DISCUSSION.

6	7	8	9
Review, reinforce and expand K-5 skills. Students have worked with differences between fact and opinion, idea sharing, problem-solving, (etc.).	Review and reinforce differences between fact and opinion, idea sharing, problem-solving, etc., from 6th grade.	MASTERY - 7th grade skills. Introduce: Moral/value discussion using course subject matter as a guide.	Review, reinforce and expand moral value discussion skills.

B-1. SPEAKING WITH PURPOSE.

B-2. SPEAKING WITH RESPECT.

Review, reinforce and expand K-5 skills. Speaking with respect, (i.e., clearly, loud enough, avoid "emotional" tones and overtones, and to the point, etc.).	Review and reinforce speaking with respect. (See column 6 to the left.)	MASTERY - Speaking with respect in an informal group setting. Introduction: Respect in a formal group setting in which the group defines a set of rules. (See also Social Studies Skill, Goal No. 10A and B.)	MASTERY - Rule setting for group discussions in formal situations. (See also Social Studies Skill, Goal No. 10A and B.)

B-3. OPEN EXPRESSION.

Review, reinforce and expand K-5 skills. Free and open expression is a willingness to share ideas.	Review and reinforce sharing ideas in a group based on informal rules.	MASTERY - Sharing ideas in an informal group setting is helpful in resolving conflict. Introduce: Sharing of ideas in a formal setting leads to a faster resolution of conflict than does an informal setting.	Review, reinforce and expand sharing ideas in formal group discussions. (See also Social Studies Skill, Goal No. 10A and B.)

6	7	8	9
B-4. DISCUSSION ROLES.			
Review, reinforce and expand K-5 skills. (Students have practiced committee skills in task oriented committees. Some Students have been involved in student body or classroom organizations.)	Review and reinforce committee skills of small groups (from five to ten people).	MASTERY - Of commitee skills. Introduce: Roles of people in a formal group discussion.	Review, reinforce and expand roles of people in formal discussions. Anticipate mastery at the high school level.
B-5. CLARIFICATION.			
Review, reinforce and expand K-5 skills. Student will be able to ask for clarification and/or elaboration when or if needed.	Introduce: Question procedures for clarification and problem-solving, i.e., questions which elicit information.	Review, reinforce and expand 7th grade skills.	Review, reinforce and expand 7th and 8th grade skills. Anticipate mastery at the high school level.
B-6. SUPPORT.			
Review, reinforce and expand K-5 skills. Sharing responsibility and credit, being supportive of partner and/or group.	Review, reinforce and expand K-6 skills. Introduce: Working toward a common group goal.	Review, reinforce and expand K-7 skills.	MASTERY - Supportive role by working toward a common goal and sharing responsibility or credit.

B-7. CLOSURE.

Review, reinforce and K-5 skills - the idea that there is a closure to discussion.	Review and reinforce K-6 skills.	Review and reinforce K-7 skills. Introduce: Differences between formal and informal meetings.	Review and reinforce K-8 skills.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: All components at the 9th grade level should be integrated and coordinated for student ability to use in appropriate situations.

No specific resources have been identified. Discussion skills closely parallel listening skills and most likely will be taught together. It is anticipated that the introduction of this skill and its components will be in the area of the Language Arts. However, the natural application and reinforcement of these skills do lie in the Social Studies area. Under listening skills it was suggested that one day per week be reserved for working on these skills.

TEACHER NOTES AND RESOURCES:

3. REPORTING SKILLS: Students will be able to write and/or present oral reports according to specified criteria:

- A. Demonstrate completion of research and preparation.
- B. Follow or give directions clearly and accurately.
- C. Use appropriate aids for communicating information, e.g., charts, graphs, tables, illustrations, models, etc.
- D. Use a systematic format and/or approach (e.g., outline).

NOTE: The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The achievement of mastery is anticipated to be a cooperative effort.

A. PREPARATION.

(Research). Introduce: The use of survey.

Review, reinforce and expand K-5 skills to include use of multiple resources.

(Students have used library, encyclopedias and card catalogs.)

(See also Social Studies Skill No. 4.)

Expand use of multiple sources.

Introduce: Distinction between appropriate and inappropriate sources.

Introduce: Methods of handling conflicting points of view.

Review, reinforce and expand K-7 skills.

Review, reinforce and expand to arrive at functional skill.

NOTE: At the junior high school level these components should be integrated and coordinated and included to an increasing degree from grades 7 through 9. By the end of the 9th grade near mastery should be achieved. Actual mastery is anticipated at the high school level.

B. DIRECTIONS.

Review, reinforce and expand K-5 skills in following directions clearly and accurately.	Introduce: Comparison of oral and written directions. --The use of aids to clarify directions (oral or written). --Clarification techniques for following directions. --Appropriate vocabulary for giving directions.	Review, reinforce and expand K-7 skills.	Review, reinforce and expand K-8 skills--functional.

C. COMMUNICATION AIDS.

Review, reinforce and expand K-5 skills.	Review and reinforce K-6 skills.	Review and reinforce K-7 skills.	Review, reinforce and expand K-9 skills to make functional.
(Students have worked with charts and tables and with bar graphs.)	Expand use of models, charts and tables.	Expand to include all forms of graphing.	
	Introduce: Illustrations, e.g., maps pictures, drawings. --Written and oral explanation. --Techniques for focusing on a single concept.		

NOTE: The introduction to this component may occur in the area of mathematics, however, there is a natural application in the area of Social Studies. The textual material from Silver Burdett at the 7th and 8th grade level provides ample and excellent opportunity to build and reinforce this component.

D. FORM AND FORMAT.

6	7	8	9
Review, reinforce and expand K-5 skills. Introduce: Use of preface. Introduce: Note-taking on 3 x 5 cards. (Students have worked with bibliography, title page, table of contents, and name placement on paper.)	Introduce: Organization and classification of research material. Re-introduce: Outline methods.	Review, reinforce and expand K-7 skills.	Review, reinforce and expand to make K-8 skills functional.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. The materials provided, especially the Silver Burdett materials, offer many opportunities to build and reinforce reporting skills throughout the 7th and 8th grade program. If teachers follow the suggestion of reserving one day a week to work on Social Studies skills, this skill can be worked into that format. Reporting, listening and discussion skills can work well together.

TEACHER NOTES AND RESOURCES:

4. PROBLEM SOLVING SKILLS: Students will be able to identify and select a problem for investigation, and to demonstrate a systematic process for the study of that problem to arrive at potential solution(s) for the resolution of the problem selected. (Skills 5 through 8 are component or enabling skills.)

NOTE: This competency is not independently sequenced. Competencies 5 throu 8 are components, or enabling skills, and are sequenced accordingly.

TEACHER NOTES AND RESOURCES:

5. IDENTIFICATION AND SELECTION: Students will be able to identify and select a problem or issue for investigation:

A. Students will be able to limit and/or clarify the problem or issue for the purpose of their investigation.
B. Students will be able to identify and explain the components or contributing factors involved in the problem or issue.
C. Students will be able to make a choice or a selection and give reasons for that choice or selection.

6	7	8	9
Students have worked on components A, B and C individually. They have used outlining through subheadings as a means of identifying contributing factors and components.	Coordinate and integrate all components (A, B and C above) to develop mastery. Students will be able to select a specific item to report and to list and explain the components or factors involved.	Coordinate and integrate all components (K-7, see column 7 left). Problems selected should be national in scope.	MASTERY of this competency as stated in the box above.

RESOURCES

See Intermediate (3-6) Program Guide

NOTE: Check the Teacher's Guide for each lesson for suggested research topics. If one day a week is set aside specifically to work on Social Studies skills, topics may also be taken from current events. Use and coordinate outline skills from Language Arts as one means for refining the problem or issue. Ensure that students pick topics which are not so broad that effective study and research is impossible within a given time frame. In the 7th grade year no topic should take more than a week and by the end of the 9th grade, no topic should take more than three weeks.

TEACHER NOTES AND RESOURCES:

6. DATA GATHERING AND RESEARCH SKILLS: All students will be able to select a problem or issue for investigation and as a (classroom) group design and plan a process of investigation for that selected problem or issue. All students will be able to:

A. Participate as a member of a group in IDENTIFYING, LOCATING and USING a variety of sources to gain INFORMATION on the problem or issue.
B. Individually to locate and use print and nonprint sources of information.
C. To use, individually, a variety (at least three) sources to acquire information (e.g., authorities, interviews and surveys, case studies, statistical data, systematic observation, and/or personal experience, etc.).
D. To assess the authenticity of the sources of information (e.g., to check the author's knowledge, background, bias, etc.).
E. To contribute to the formulation of questions which will help lead to the answer(s) needed to resolve the problem or issue.
F. To organize information collected (i.e., differentiate fact from opinion, identify cause and effect, and summarize and categorize information).
G. To use summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions, or use as a guide to further investigation.
H. To modify solutions to problems or issues in light of new factors or considerations.

NOTE: The Social Studies shares the responsibility for the development of this skill and its components with several of the discipline areas. Social Studies provides one of the contexts within which the skill(s) can be achieved.

6	7	8	9
A. SOURCES OF DATA.			
Review, reinforce and expand 4-5 skills. Introduce: Speaker as source. Re-introduce: Use of printed matter (books) as source. (Students have used TV and radio, filmstrips, newspapers, etc., when applicable.)	Review, reinforce and expand K-6. Introduce: New sources--film, speakers, surveys, etc.	MASTERY - One source use. Review, reinforce use of multiple sources.	MASTERY - Simple identification and location of sources.
B. USE OF DATA.			
Same as component A.	Same as component A.	See component A. Apply on an individual basis.	MASTERY as an individual on an individual project.
C. VARIETY OF DATA.			
Not applicable below the 7th grade level of readiness and maturity except as coincident with other objectives and components.	Introduce: Methods of gathering information--interviewing operating AV materials, reading, notetaking, etc.	Review, reinforce and expand K-7 skills.	Review, reinforce and expand K-8. Anticipate mastery at the senior high school level.

D. RELIABILITY OF DATA.

Review, reinforce and expand 4-5 skills. (The difference(s) between fact and opinion.)	Review differences--fact and opinion. Introduce: Bias. Introduce: Methods for checking information reliability.	Review, reinforce and expand K-7 skills.	Review, reinforce and expand K-8. Anticipate mastery at the senior high school level.

E. INQUIRY PLAN.

Review, reinforce and expand grade 5 inquiry skills. (See also components A, D and F.)	Review, reinforce and expand 4-6 inquiry skills. (See Teacher's Guide, Silver Burdett, page T-10.)	Review, reinforce and expand 4-8 inquiry skills. (See Teacher's Guide, Silver Burdett, page T-8.)	Review, reinforce and expand K-8. Anticipate mastery at the senior high school

F. ORGANIZING DATA.

Review, reinforce and expand grade 5 categorizing. Introduce: Use of summaries. (Students have also worked with cause and effect, fact and opinion.)	Review, reinforce and expand 4-6 organizing skills.	Review, reinforce and expand 4-8 organizing skills.	MASTERY of the concept and process of organization of data. Continue application through high school level.

6	7	8	9
G. HYPOTHESIS.			
Introduce: Summarization to draw conclusions, offer solutions and clarify issues.	Review and expand 6th grade 6 skills. Introduce: Prediction.	Review, reinforce and expand 6-8 hypothesizing skills.	MASTERY - Term and concept of prediction and hypothesis. Continue application through senior high school.
H. MODIFICATION.			
Not applicable below the 7th grade level of readiness and maturity.	Introduce: Modification of hypothesis based on new data.	Review, reinforce and expand grade 7 skills.	Review, reinforce and expand grade 7 and 8 skills. Anticipate mastery at the senior high school level.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: Data gathering and research skills will most likely be introduced in the Language Arts program. By the time students reach the junior high school level they will have had considerable experience in meeting the components of this objective. It may eventually develop the primary responsibility of the Social Studies in this area and will provide an outlet to practice and reinforce these skills through the subject matter and the suggestions from the Social Studies materials at their respective grade levels. Be sure to review the Teacher's Guide accompanying each lesson for such suggestions.

TEACHER NOTES AND RESOURCES:

7. PROBLEM SOLVING - ORGANIZATION OF DATA: Students will be able to organize information into a meaningful system.

A. Students will be able to accurately use conventional systems and terms for LABELING or NAMING objects, materials, categories, etc.
B. Students are able to record information in a variety of ways, (e.g., written notes, tape recordings, audio/visual media, video tape, etc.).
C. Students are able to demonstrate that classifying is a way of sorting and organizing information so things which have common characteristics are found together.
D. Students will be able to order similar objects or pieces of information in sequence, according to differences or similarities in an observable property (e.g., by size, shades of color, etc.) by importance, and/or impact potential, by logic, or by value intensity or density (i.e., strength or number of people holding that value).
E. Students will be able to abstract from resource materials the information relevant to the purpose or subject of an inquiry.
F. Students are able to summarize information contained in available data.
G. Students are able to make logical estimates based on available information, and are able to revise or adjust estimates when appropriate.

NOTE: Although individual components of this competency may be achieved at the 9th grade level, the skill of organizing data as stated should not be anticipated below the senior high school level of maturity.

6	7	8	9
A. **LABELING.** (**NOTE**: Each discipline of the Social Studies will have its own labeling system to some extent - these will be covered within the disciplines below.)			
Review, reinforce and expand K-5 skills. Students have been involved in categorization and outlining.	MASTERY - Process(es) of labeling or classifying.	Skill is functional or usable at the 8th grade level.	Skill is functional or usable without instruction at the 9th grade level.
B. **RECORDING.**			
Review reinforce and expand K-5 skills including note-taking. Introduce: Note-taking on 3 x 5 cards. Students have worked with note-taking skills from textual materials and from other available resources such as film, filmstrip, etc., the use of the paraphrase note-taking, etc., from a teacher model.	MASTERY - Note-taking from resource material.	Introduce: Note-taking from lecture or oral presentation.	Review, reinforce and expand 8th grade skills, anticipate mastery at senior high level.
C. **CLASSIFYING.**			
Introduce: Sorting information using an outline to or including Arabic numerals.	Review, reinforce and expand K-6 skills.	MASTERY - Classifying material by use of an outline.	Skill is functional or usable without instruction at the 9th grade.

D. SEQUENCING.

Not applicable below 7th grade level of maturity except as identified in Skill 1-C and Skill 7-C.	Introduce: Time sequence (i.e., timeline.) Introduce: Numerical sequence.	Re-introduce: Cause and effect sequence. Introduce: Sequence by priority.	Review, reinforce and expand 7th and 8th grade skills, anticipate mastery at senior high level.

E. ABSTRACTING.

Not applicable below the 7th grade level of maturity and readiness.	Introduce: Abstraction of pertinent data from oral presentations, pictures, film, etc.	Review, reinforce and expand abstraction of pertinent data from audio/visual and reading sources.	Review, reinforce and expand 7th and 8th grade skills. Anticipated mastery at the high school level.

F. SUMMARIZING.

Review, reinforce and expand K-5 skills. (See also Skill 1-G.)	Re-introduce and expand: Concept of summary means the extraction of main points from a given source, and restatement in the student's own words briefly.	Review, reinforce and expand K-7 skill.	MASTERY - Students will be able to summarize information contained in available data.

G. ESTIMATING.

Review, reinforce and expand grade 5 skills--making logical estimates based on available information.	Rest except for review and reinforcement.	Rest except for review and reinforcement.	Re-introduce: Skill of estimating. Anticipate mastery at the high school level.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: The organization of data skills will probably be introduced in the Language Arts program. Its natural application, however, is in the area of the Social Studies. The materials provided by Silver Burdett, lesson-by-lesson, will provide ample opportunity to build and reinforce this skill.

TEACHER NOTES AND RESOURCES:

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8. PROBLEM SOLVING - CRITICAL THINKING. Students will be able to INTERPRET information:

A. Students will be able to DECODE for meaning and accurate information from written or printed words, numerical symbols, graphic representations, and/or schematic models.
B. Students will be able to relate CAUSE and EFFECT accurately and adequately for a given situation.
C. Students will be able to demonstrate a way of refining the accuracy and the usefulness of COMPARISON and DISCRIMINATION, and that these skills are key processes at all states of inquiry and problem solving.
D. Students will be able to draw logical INFERENCE from observations or representations (etc.) and are able to demonstrate that INFERENCE involves the projection of trends sequentially from organized data.
E. Students will be able to demonstrate that ANALYSIS is the study of a body of information by systematic examination of the parts and the relationship between or among the parts.
F. Students will be able to use effectively STANDARDIZED or conventional criteria for organizing and interpreting information, and will be able to test the VALIDITY of data against such specified data.
G. Students will be able to formulate logical GENERALIZATIONS from available data, and will be able to withhold judgment or conclusions until adequate information has been validated.

NOTE: All components of this goal have been sequenced K-6. See Intermediate (3-6) Program Guide.

The junior high school student typically expands the majority of energy growing physically and socially. Mastery of mental growth of the kind specified by this objective is beyond the energies of most junior high school students except on an ad hoc or elective basis. It is therefore recommended that this competency and its components be at rest in the junior high school years and re-introduced for mastery at the senior high school level.

COMMENT: The Junior High School Task Force felt that the critical thinking skill development should be at rest during the junior high school years. The fact that these skills have not been sequenced or identified for mastery in no way diminishes the importance of this skill and its components; nor does it mean that a teacher must not address these skills. The Silver Burdett materials at the 7th and 8th grade levels provide ample opportunity to compare, relate, decode, infer, analyze and generalize. Further, as the years of implementation progress, student skills in other areas may be sufficient as to increase the desirability of developing this skill just to maintain interest and progress. A three gap in coverage between the 6th and 10th grades needs to be carefully considered. At this time coverage of this skill is optional at the junior high school level.

TEACHER NOTES AND RESOURCES:

9. PROBLEM-SOLVING - SYSTEMATIC DECISION MAKING AND PLANNING. The student will be able to act on the basis of information, i.e., to make decisions:

A. Students will be able to identify, explain and use the steps in problem-solving to arrive at solutions to (given) expected or unexpected problems, (i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility analysis, selection, planning and action).
B. Students will be able to establish criteria from which to judge alternative solutions appropriate to the "problem" under study (see also section on judgment criteria).
C. Students will be able to select and to explain the selected alternative in terms of benefit as a resolution to the problem under study, and in terms of the criteria for such resolution.
D. Students will be able to participate rationally in the setting, planning, and achievement (evaluation) of the decision made.

NOTE: Components A-C complete cycle from skills 4-9. The component or enabling skills have been addressed in skills 5-8. Component D will be addressed more fully in skill 10 following.

TEACHER NOTES AND RESOURCES:

10. Students will be able to identify, explain, and participate in the commonly accepted procedures of group formal decision making.

A. Committees
B. "Parliamentary" procedure
C. Compromise
D. Consensus
E. Legislative action

A. COMMITTEES.

Reinforce committee skills with task organized classroom committees. Introduce: School student body.	Review, reinforce and expand committee participation skills-election of office and representation of others.	MASTERY - Skills of committee participation. (See also Skill 2, B-4)	Skill is functional or usable at the 9th grade level.

B. "PARLIAMENTARY" PROCEDURE.

Review, reinforce and expand K-5 skills. Introduce: Formal meeting procedures including opening, minutes, old and new business, and closing.	Introduce: Formal rules of procedure.	Review, reinforce and expand formal meeting procedures (i.e., rules of order).	MASTERY - Concept of order of procedure in committee meetings.

6	7	8	9
C. COMPROMISE.			
Review, reinforce and expand: Compromise through sharing and cooperation - each side must be willing to give and take. Introduce: Compromise as a positive means of problem-solving.	Review, reinforce and expand K-6 skills. MASTERY - Concept of compromise - the need and the process(es) of achieving compromise.	This component is functional or usable at the 8th grade level.	This component is functional or usable at the 9th grade level without further instruction.
D. CONSENSUS.			
Review, reinforce and expand grades 3-5. Introduce: Concept of "super majority" and include reasons for super majority. (Students have worked with majority and plurality.)	MASTERY - Concept and purpose of a super majority, majority plurality as sequenced K-6.	Introduce: Concept and purpose (define) consensus.	MASTERY - Concept and purpose of achieving consensus.

E. LEGISLATIVE ACTION.

Legislative action at the 6th grade level and below is interpreted to mean the setting of rules to solve certain kinds of problems. Depending upon the "problem," rules may be student and/or teacher set.	Introduce: Law making process, i.e., how "laws" are made in the Spokane community, how a bill becomes a law, etc. Introduce: Different types of legislative action including recall, initiative, etc.	Introduce: Concept and purpose of lobbies, citizen and special interest groups and actions within a community.	Review, reinforce and expand 6-8 skills. Anticipate mastery at the senior high school level.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: This skill and its components have do direct resources. Very likely these skills will be introduced in the Language Arts program but the natural application of those skills lies within the area of Social Studies. After a year or two of implementation, students will enter your classes with some degree of experience with these skills. It is anticipated the role of the Social Studies will essentially be to practice, reinforce and apply. If one day a week is reserved for the learning of Scoial Studies skills, this skill can fit into that time frame.

TEACHER NOTES AND RESOURCES:

11. Students will be able to identify and explain (or illustrate) those social (interaction) skills which allow one to become and remain a member of a group. (See also Self Concept/Psychology and Sociology.)

A. Common backgrounds - identity
B. Acceptance, tolerance - friendliness
C. Cooperation, participation
D. Loyalty

NOTE: Mastery of this skill and its components is not anticipated below the senior high school level, however, all components should be integrated and coordinated at the 9th grade to anticipate mastery.

A. COMMON IDENTITY.

6	7	8	9
Review, reinforce and expand K-5 skill and understanding: identity on state and national levels. Introduce: Concept of religious, political and "worker" affiliation. Commonality of class, school, and neighborhood groups.	Introduce: Concept of community (e.g. family group).	Introduce: Concept of interdependence.	Review and reinforce K-8 skills.

B. ACCEPTANCE.

Review, reinforce and expand K-5 skill and understanding. Concept of acceptance, tolerance and friendliness for discussion.	Introduce: Concept of self-acceptance.	Introduce: Concept of reasonable limits.	Introduce: Concept of the extension of self as a member of a group. Review all activities 6-8 and coordinate. Anticipate mastery at the high school level.

C. COOPERATION.

Review, reinforce and expand K-5 skill and understanding; school-wide participation and cooperation within the group.	Expand to cooperation and participation within the community.	Introduce: Concept and understanding of cooperative roles. Introduce: Concept of delegation of responsibility.	Review and reinforce K-8 understanding and skill. Anticipate mastery at the high school level.

D. LOYALTY.

Review, reinforce and expand K-5 skill and understanding; concept of loyalty to family, friend and school. (Loyalty, not blind followership.)	Introduce: Components of loyalty - why we should be loyal and to whom. Introduce: Sources of values which inspire loyalty.	Review, reinforce and expand K-7 skills and knowledge.	Review and reinforce K-8 skills and knowledge. Anticipate mastery at the high school level.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified.

TEACHER NOTES AND RESOURCES:

JUDGMENT CRITERIA

JUDGMENT CRITERIA

BASIC	REQUIRED	ELECTIVE
1. RELATIVE IMPORTANCE	10. VALUE SYSTEMS	18. PARTICIPATION
2. IDENTIFICATION OF CRITERIA	11. DECISION IMPACT	19. CENTRAL TENDENCY (Compromise)
3. CRITERIA WEIGHT	12. CONFLICT EFFECT	20. VALUE OF EDUCATION SYSTEM
4. ALTERNATIVES	13. VALUES EFFECT LIFE-STYLE	
5. "EQUAL OPPORTUNITY"	14. VALUE RELATIONSHIPS	
6. GROUP VALUES	15. VALUE IDENTIFICATION	
7. CONFLICT ASSISTANCE	16. VALUE SOURCES	
8. WISE USE OF RESOURCES	17. ALTERNATIVE VALUE UNDERSTANDING	
9. CONTRACT		

JUDGMENT CRITERIA

Those (discipline) problems in school and/or in society, not due to negative self concept, most likely will find their source in (faulty) judgment or in the lack of perceived alternatives. Educational and public concerns (for problems) is expressed under many labels -- e.g., attitudes and values, moral reasoning, and law focused education. In each case the area of concern relates to the decision-making process, and the criteria by which decisions can be made (or, once made, judged and evaluated).

This section attempts to provide (the opportunity to learn a process or) alternative processes by which decisions can be made and judged. Competencies have been identified in both the individual and social decision-making realms.

It is anticipated that the opportunity to study and learn judgment criteria will be shared with other subject matter disciplines in the educational process. As these skills and competencies have been written, care has been taken to avoid indoctrination and invasion of privacy. The opportunity to learn lies in developing an understanding of alternatives at the level of the learner's maturity and readiness.

Read Values in the Social Sicences, This Is Our World, Silver Burdett, page T-10 (Teacher's Edition). The same statement appears in Let Freedom Ring, Silver Burdett page, T-8 (Teacher's Edition).

1. Students will be able to identify at least five criteria by which a choice or judgment might be made, and to compare the relative importance of the criteria in specific selected circumstances.

(Sample criteria or values: Beauty, cleanliness, concern for others, commitment, consistency, dedication, duty, efficiency, equality, free enterprise, freedom, function, growth, honesty, integrity, justice, loyalty, morality, needs, pleasure, power, profit, progress, promptness, religion, responsibility, safety, satisfaction, security, self interest, self preservation, solvency, stability, tradition, truth, wants, etc.)

6	7	8	9
Review, reinforce and expand criteria by which choices can be made. Apply to decision-making opportunities, i.e., case studies. NOTE: The items underlined above will have been addressed in the K-5 program.	Review, reinforce and expand K-6 understanding and skill. Introduce: Intellectual (rational) criteria for choice-making such as duty, profit, satisfaction, self preservation, solvency and truth (etc.) Students should work with validity, authenticity and reliability of sources and with a variety of sources (see also Social Studies Skills No. 6 C and D).	Review, reinforce and expand K-7 understanding and skills. Introduce: Emotional (irrational) criteria for decision-making, i.e., self preservation or gratification, fear or superstition, tradition, faith, equality, (etc.). Anticipate mastery at the 9th grade level.	MASTERY - Of the competency or skill as stated in the box above. Students will be able, in addition, to select a local political issue and be able to identify and describe the criteria which might be used by a business person, a politician, and an ordinary citizen in solving the issue.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: The opportunity to introduce, build and reinforce judgment criteria exists throughout the junior high school curriculum and the Social Studies program in particular. The resources listed below should be considered exemplary rather than inclusive.

Silver Burdett pages 27-47. Suggested questions indicate: What value leads to the selection of pictures in this photo essay? What American values are represented? Pages 103 - Quality. Pages 132-140, 144-146, 219-227, 290-304, 324-339, 344-350, 356-380.

Silver Burdett pages 5-11: What values are operating? Pages 167-174, 237-238.

NOTE: Although resources are not specifically identified, history offers a great opportunity to study value questions in a nonthreatening way. The question "Why did they do it?" aside from cause and effect, is an entry into the study or discussion of values.

No specific pages identified.

CAUTION: The area of Judgment Criteria is an area which involves attitudes and values. Teachers should emphasize positive values whenever possible. Care must be taken to avoid indoctrination of any kind. Values held are the responsibility of the home and as the students grow older, the responsibility of the individual student. Values as discussed in school should be neither promoted nor disparaged. School responsibility should be to help students recognize the values they hold and to learn how to use those values in the decision making processes. Students also need to know and accept the fact that others may hold alternative values or alternative priorities different from their own. Finally, students do need to know a process whereby values can be or are developed.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify objects, feelings, and ideas important to people in different places and at different times and be able to explain why some "things" are valued more in some places and times than in others.

6	7	8	9
Review, reinforce and expand K-5 understanding. Introduce: Value of ideas and ideas translated into action (e.g., credit and the use of credit in economics). Students have worked with the value of feelings and the change in those values (e.g., boys never cry).	Review, reinforce and expand K-6 concepts and skills. Introduce: Ideas and symbols of ideas that have meaning and value for people (e.g., the Flag, the Star of David, and the Eagle Feather). Anticipate Mastery at the 8th grade level.	MASTERY - Of the competency as stated in the box above. Review, reinforce and expand K-7 concepts and skills as needed. Introduce: Identification of objects, feelings (etc.) differing in value in the course of United States history.	Competency is functional or usable at the 9th grade level. Further study is an expansion or reinforcement of an existing competency.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: See the NOTE, the RESOURCES, and the CAUTION under Judgment Criteria Skill No. 1 above.

Teachers should also check each lesson in the Teacher's Guide for opportunities to build and reinforce understanding in the competency area.

TEACHER NOTES AND RESOURCES:

3. Students will be able to identify and describe some of the influence(s) which groups (e.g., family, peer, cub scouts) and institutions have on individual behavior (e.g., choice of clothes, food, language, recreation, and attitudes toward other people and institutions) and compare these influences with those in other cultures.

Review, reinforce and expand K-5 understanding: Institutions, e.g., TV, radio, government, etc., and the influence(s) of the American education system; the newspaper and discuss its influence; identification of some influences groups have on individual behavior, e.g., sports, TV, heroes, clothes.

Introduce: Comparison ofinfluence groups and institutions with those in other cultures.

Introduce: Advertising as an influence molding institution.

Review, reinforce and expand K-6 skills and concepts.

Review, Reinforce and expand K-7 skills and concepts.

Introduce: Concept of social influence from peer groups, political groups, religious groups, and/or occupational or career groups.

MASTERY - Of the competency as stated in the box above.

Introduce: Concept of the influences from service, fraternal, and/or ethnic organizations.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: Please see the NOTE, the RESOURCES, and the CAUTION under Judgment Criteria Skill No. 1 above.

Resources and opportunities to build and reinforce this understanding and competency will be found throughout the Social Studies program. This goal can be coordinated with some of the specific subdiscipline content areas--sociology/anthropology, political science/government, and economics. The real importance of the goal is to create an awareness of the mutual influence of indivduals and groups.

TEACHER NOTES AND RESOURCES:

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4. Students will be able to identify alternative responses to a dilemma situation, consider the possible consequences of each response, and select and defend a position on one of those responses.

Review, reinforce and expand K-5 skills and understanding: The consideration of the possible consequences of responses and the selection and defense of a position on one of those responses, the identification of alternative response(s).	Review, reinforce and expand K-6 skills, concepts and understandings. Students will be able to identify at least two potential or current controversial situations from class (Silver Burdett) content, current periodicals, and/or other publications, and with teacher guidance as a class group, propose and discuss at least two solutions to the issue.	Review, reinforce and expand K-7 skills, concepts and understandings. Students will be able to define three national dilemmas in history (e.g., slavery and the civil war) and to demonstrate how alternative decisions might have led to more satisfying conclusions.	MASTERY - Of the competency as stated in the box above. (Dilemma situations to be taken from given situations stemming from class content or typical situations and public issues.)

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: Please see the NOTE, the RESOURCES, and the CAUTION under Judgment Criteria Skill No. 1 above.

The opportunity to build and reinforce achievement toward this goal will be found throughout the elementary curriculum, and the Social Studies program. Be sure to check each lesson of the Silver Burdett program for such opportunities. In addition check the case study list page T-14 in the 7th grade book and page T-11 in the 8th grade book for special and exemplary opportunities.

TEACHER NOTES AND RESOURCES:

5. Students will be able to explain the meaning and implication of equal access to opportunity.

Review, reinforce and expand 4-5 grade skills and understanding: The meaning of equal access to opportunity, an appreciation of the American education system, work and occupation study and selection.	Review, reinforce and expand meaning and implication to co-ed P.E., sports, civil rights, education (etc.). Introduce limitations of equal access to specific kinds of opportunities, e.g., basketball -- height and age.	MASTERY - Of the competency as stated in the box above. Review and reinforce as needed.	This competency is functional or usable at the 9th grade level without further instruction. Skill should be used for reinforcement purposes when appropriate.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No special resources have been identified. However, this is an important element in today's world, as indicated by Title IX and Affirmative Action programs.

CAUTION: Care must be taken to avoid racial and sexual bias in all respects. Efforts need to be made to insure positive attitudes in this respect.

TEACHER NOTES AND RESOURCES:

6. Students will be able to identify values thought to be so essential for group or community well-being that they have been made into law.

Review and reinforce grade 4-5 skills. Community well-being values thought to be so essential for classroom and school well-being that they have been made into rules. Introduce: Cultural comparisons.	Review, reinforce and expand 4-6 skills and concepts. Introduce: Laws are a social contract; laws reflect this will of the people.	Review, reinforce and expand 4-7 skills and concepts. Reinforce and expand in the context of the history of the United States.	MASTERY - Of the competency as stated in the box above. Apply to United States history through World War I and Washington history (see You and Law Unit).

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified for the teaching of this competency. Examples are many within the school and the community. Promptness is valued, the school has a rule about tardy bells, etc. Explore the safety or sanitation laws within the community. Customs, traditions, etc., of the cultures and times studied will provide the entry into discussions about the rules of various societies.

TEACHER NOTES AND RESOURCES:

8

7. Students will be able to identify sources of help for the resolution of personal conflict to be used when or if needed.

6	7	8	9
Review, reinforce and expand K-5 skills and knowledge: Sources of help for the resolution of personal conflict to be used where or if needed, i.e., parents, teacher, principal, school secretary, school nurse, police, counselor, minister and/or peers.	Expand K-6 skills and understanding. Introduce: Ability to list conflicts a typical junior high student might have in a new environment, e.g., the school layout, lockers, schedules, etc. List possible sources within the school for resolving such conflicts.	Review, reinforce and expand K-7 skill and understanding. Expand to inner conflicts a student might have and list possible sources of help within the school and/or the community. Inner conflicts -- going along with the crowd, trying drugs, relationships with the home. Sources of help: Resource person in the building (e.g., teacher or counselor) youth alternatives, youth center, YWCA, etc.	MASTERY - Of the competency as stated in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: In general this knowledge will be transmitted during the orientation of the student in the early part of the year, and periodically reinforced as needed during the course of the year.

CAUTION: Care must be taken to avoid invasion of privacy. Wherever possible in classroom situations, exemplify and discuss through case studies or hypothetical situations. Direct individual assistance should be handled in private and at times other than in class.

TEACHER NOTES AND RESOURCES:

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8. Students will be able to discuss alternative ways of providing for the continuance of the world's resources, and for the reasoned use of those resources for the benefit of all living beings.

6	7	8	9
Review, reinforce and expand K-5 skills.	Review, reinforce and expand K-6 skills and concepts.	Review, reinforce and expand K-7 skills and concepts.	MASTERY - Of the competency as stated in the box above.
Introduce: Concept of international cooperation for conservation resources and oceanic conservation (relate to eco-systems in science), mineral and energy resources and apply conservation principles to these resources, land use and agricultural conservation have previously been addressed.	Introduce: Ways to limit use of natural resources, e.g., personal (group) commitment, allocation or rationing, pricing, legislation, (etc.).	Introduce: The concept of renewable and non-renewable resources. Introduce: The concept of technological research to provide alternative type of resources.	Introduce: Distribution of natural resources as they are influenced by economic and political relationships.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: The opportunity exists to coordinate this skill in areas other than Social Studies. However, the Silver Burdett program is deep in resources throughout its program. Information from the text, from the pictures and from the graphs often provide the vehicle through which to teach other skills and knowledge, particularly in certain geographical and economic concept areas. Teachers should carefully check the Teacher's Guide for each lesson.

TEACHER NOTES AND RESOURCES:

9. Students will be able to explain the moral and legal responsibilities inherent in a contractual agreement as binding on both parties. The contract may be written or oral. Each student will also be able to state the moral, legal, social, and/or economic, etc., penalties apt to occur for failure to "live up to" or achieve the terms of the contract.

Review, reinforce and expand K-5 skills and understanding: A contract as a "promise;" setting a goal and trying to achieve it is a contract with self; classroom rules are an oral contract with other students and the teacher.

Introduce: The moral aspect of contracts in terms of trust, responsibility, reputation, honesty, and the like.

Review, reinforce and expand K-6 concepts, terms and competencies.

Introduce: Concept of rights or privileges given individuals by a contract, the responsibilities inherent in those rights and privileges and the penalties resulting from breaking the contract. (Marriage is a form of contract.)

MASTERY - Of the competency as stated in the box above.

Introduce: The concept of contracts other than at an individual level, i.e., governmental and international contracts or treaties.

Introduce: Terms of negotiation, treaty, mediation, pact, etc. Review compromise.

Competency is functional or usable at the 9th grade level with minimal instruction.

Reinforce skill and knowledge by application to United States history through World War I and Washington history.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: Although no specific resources are identified, this skill or competency is extremely important to the survival of any society and/or the individuals within the society. The actual means used to provide an opportunity to study and work with contracts is less important than the achievement and understanding. It is assumed that teachers will be able to provide a variety of such opportunities.

TEACHER NOTES AND RESOURCES:

ECONOMICS

ECONOMICS

BASIC

1. TAXES
2. BUDGETING
3. FINANCING
4. SHOPPING
5. INVESTMENT
6. EFFECTIVE EMPLOYEE
7. "UNION" MEMBERSHIP
8. PRICE DETERMINATION
9. COMPARATIVE ECONOMIC SYSTEMS
10. ADVERTISING/CONSUMER

REQUIRED

11. REINFORCEMENT
12. ALTERNATIVE TAX FORMS
13. INCOME PLANNING
14. LABOR RELATIONS
15. THE VALUE OF A DOLLAR
16. PRODUCTIVITY MEASURE
17. EMPLOYMENT MEASURE
18. WELFARE
19. THE USE OF CREDIT
20. GROWTH LIMITS
21. SYSTEM MODIFICATION (Government)
22. SYSTEM MODIFICATION (Business)
23. BUSINESS CYCLE
24. CONTRACTS
25. CONSUMER PROTECTION
26. BUSINESS ORGANIZATION

ELECTIVE

27. COMPETITION
28. STOCK EXCHANGE
29. BANKING
30. ECONOMIC PHILOSOPHY
31. FREE ENTERPRISE
32. CORPORATION
33. CONSERVATION
34. DISTRIBUTION
35. MODERN ECONOMIC SYSTEM PHILOSOPHIES

ECONOMICS

The ability to cope with the reality of limited resources has always been a major survival skill. In an age faced with diminishing resources and growing populations, the fair distribution of those resources, the study of economics, and in particular, personal economics, takes on increasing importance. The ability to manage and budget resources (time, talent, money, goods and services) within limits, can no longer be left to chance at any level of society. The skills involved in personal survival, and through individual survival, the continuance of the society need to be developed early in the learning process and continually and continuously reviewed, reinforced and expanded throughout formal education.

In general, the skills and concepts addressed as economic competencies are important Social Studies skills. However, the opportunity to learn the concepts and to achieve or acquire mastery can and should be integrated through and with other disciplines as well. It is not as important where it is taught as that it is taught. It is anticipated that the quantitative aspects of economics will be correlated with mathematics, that vocational awareness will be correlated and integrated with reading, and that resource availability will be joined with geography and natural or earth science. Responsibility for communication and expression can and should be shared with language arts activities. Aspects of economics form a natural tie to the study of political science and government since many of the issues of government and political science center on economics. On a personal level, the responsibilities of survival for self, family, and community are, at their root, first economic. The opportunity for cooperation and integration are numerous.

1. Students will be able to list in chart form and give the effects of five alternative ways of taxation. Each student will be able to DECIDE which federal income tax form would be of most benefit to them -- given the current income and life style of family "A" and family "B."

A. TYPE OF TAXES.

6	7	8	9
Students have mastered standard identification, including eye/hair color, references, education, mother's maiden name, etc. Student's can list five appropriate uses of such identification. Students have only been introduced to the fact that there are variant forms of taxes.	Review, reinforce and expand K-6 knowledge and skills. Introduce: Import and export taxes.	Review and reinforce K-7 knowledge and skill. Introduce: Income tax (federal and state). Introduce: User tax (e.g., gas tax, hunting and fishing licences, etc.). Chart three forms according to type, purpose and service provided.	Review and reinforce K-8 knowledge and skill. Introduce: Sales tax, business and occupation taxes, etc. Expand all tax study. Include "social" taxes, e.g., luxury, alcohol, tobacco, etc. MASTERY - See ALERT below.

B. PURPOSE: DESIRED EFFECTS.

Review, reinforce and expand K-5 knowledge and skills. Introduce: Variant forms of taxation. Review and expand services provided by taxation.	Review, reinforce and expand K-6 knowledge and skills. Introduce and coordinate with component A above: Chart the effect of import-export taxes between two countries (e.g., Greece - United States).	Review, reinforce and expand K-7 knowledge and skills. Review, reinforce and coordinate with components A and C. Introduce: Charting the purpose and/or need for income and user taxes (e.g., highways, game maintenance - see A above). Introduce: Semi-progressive taxations and the question: "Who is affected by each tax and why?"	Review, reinforce and expand K-8 knowledge and skills. Review and reinforce K-8 knowledge and skills. Coordinate with components A and C. Introduce and exemplify regressive taxation. Explain or give a justification for "social" taxes (see component A above).

C. SERVICES.

Review and reinforce K-5 knowledge and skills. Students will be able to list five ways government uses money received from taxation.	Review, reinforce and expand K-6 knowledge and skills.	Review, reinforce and expand K-7 knowledge and skills. Introduce or re-introduce: "pie" graph of federal budget.	Review, reinforce and expand K-8 knowledge and skill. Coordinate with components A and B. Students will be able to discuss the "benefits of taxation." MASTERY - See ALERT below.

9th GRADE ALERT: All components to be reviewed, reinforced, coordinated and integrated to achieve mastery of the competency as written in the box above.

RESOURCES

6	7	8	9
See Intermediate (3-6) Program Guide.	There are no direct resources identified. However, an entry is provided throughout the text through lessons and goals discussing providing for the needs of people. The natural question "How are these services paid for?" will lead directly to the question of taxes.	Silver Burdett Chapter 8, lessons 1 and 3. Chapter 15, lesson 2.2. See also the note in 7th grade column to the left.	No specific resources have been identified. Please see note in the 7th grade column to the left.

TEACHER NOTES AND RESOURCES:

2. Students will be able to PLAN one month's budget. The budget plan generated shall give evidence of having considered taxes, insurance, credit payments, personal and/or family needs, and savings. Student may choose source and amount of income up to $750.00.

A. CHOICE AND PRIORITY.

At the 6th grade level and below, the purpose of a budget is to see how or where things (time and/or money) are going and to determine better or more efficient use of those things. Students have worked with money minimally, but time budget extensively. They have also had considerable work on balancing resources and expenditure of time and to some extent checkbooks.	Introduce: Economic self-interest. Basic human needs, wants and desires using self as a primary source.	Review and reinforce 7th grade skills. Students will be able to recognize and list basic family needs.	Review and reinforce 7-8 grade skills and knowledge. Student will be able to list basic needs and wants in priority for an average family for one month. Introduce: Derived needs (e.g., insurance). See 9th grade ALERT.

6	7	8	9
B. BUDGET CONSTRAINTS.			
See notes under components A above and C below.	Introduce: Opportunity costs--self-interest as a limit on purchasing power.	Reinforce 8th grade knowledge and skills. Needs and wants versus opportunity costs. Income real or projected establishes purchasing power.	Review and reinforce grades 7 and 8 knowledge and skill. Introduce: Balanced budget. Income may not exceed expense and visa versa except by appropriate and logical explanation. See 9th grade ALERT.
C. PLANNING.			
Reinforce: Students will be able to project a plan (budget) using all the time within a one week period, and plan a project; the time needed, the sequence of time usage needed, and duration of time of each event in the sequence to complete the project.	Review and reinforce K-6 skills. Introduce: Plan the purchase of an item costing not more than $75.00. Define and access opportunity cost of selected purchase.	Review and reinforce K-7 skills. Introduce: Plan a week's grocery list for a family of four - must approximate balanced diet.	Review and reinforce K-8 skills. Introduce: Plan a budget based on $750 per month income.

9th GRADE ALERT: All components to be reviewed, reinforced, coordinated and integrated to achieve mastery of this competency as written in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: There are no direct resources within the Silver Burdett on Houghton Mifflin materials. However, at the 8th and 9th grade levels the Office of Superintendent of Public Instruction (OSPI) for the State of Washington has furnished three publications: Economic Ideas and Concepts and In the Market Place at 8th grade level and Trees and 280 Zs at the 9th grade level. Trees and 280 Zs is a part of the adopted program at the 9th grade level and you should have student pages available for each student.

Natural entry into this skill may be attained through discussion of needs and resources of people and/or through discussions about "COST OF LIVING." Opportunity costs though primarily economics can be entered in a variety of ways. The American objective of independence from England had certain opportunity costs.

TEACHER NOTES AND RESOURCES:

3. Students will be able to compare three ways of financing a major personal purchase and to select the one best suited to the student's purpose and desired economic status.

6	7	8	9
Introduce: Concept of the appropriate use of credit. (Students have discussed and used credit in a classroom token economy.)	Extension and clarification of appropriate credit buying. Introduce: Costs and benefit of credit buying.	Review and reinforce: Buying on credit and bank financing. Review: Money management. Introduce: Retail credit bureau and similar agencies.	Review and reinforce K-8 knowledge and skills. Re-introduce: Advantages and costs of credit buying to the consumer and general economy. Introduce: Consumer protection agencies. Introduce: Plan a major purchase and illustrate three ways of financing. MASTERY - Competency as stated in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. This competency is probably best taught as a specific unit, perhaps in coordination with competency No. 2 above.

TEACHER NOTES AND RESOURCES:

4. Students will be able to plan their buying for one week from sales and newspaper advertising. Each student will be able to itemize, compare and distinguish between and/or among best buys, and explains the reasons for the selections made.

Review and reinforce K-5: Forms of advertising including, comparing two items for purchase.

Introduce: Comparative buying, using Christmas advertisments and a specified amount to spend (maximum amount $15.00).

Introduce: Identify and compare "true" discounts and the falacy of "regular price" or "made to sell for." Identify the elements which enter into a reasonable markup from "dealer cost." Understand and exemplify or chart the aspects of overhead which determine markup.

Introduce: Concept and use of unit pricing.

Introduce: Compare analyze quality of product with price. Define and explain warranty and/or guarantee.

Knows and can explain or exemplify the effects of credit on retail prices - 6% charge to dealers for use of master charge, rise in prices because of payment default and shoplifting.

Review and reinforce the concept and use of unit pricing.

MASTERY - Competency as stated in the box above.

Review, reinforce and expand K-8 activities and coordinate with economic goal No. 10 as needed.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. It is anticipated that this competency could be taught as a part of the unit described in No. 8 above or as a part of a newpaper unit. There is a potential to do some strong and interesting integration with math in providing an opportunity to achieve this competency.

TEACHER NOTES AND RESOURCES:

5. Students will be able to compare five ways to invest saved money, select the one most appropriate to the student's desired way of life and give reasons for the selection made (e.g., savings account, real estate, insurance, loans, stocks, and bonds, art and collections, etc.).

6	7	8	9
A. INTEREST.			
Review, reinforce and expand K-5 knowledge and skills: Personal and bank loans and savings - include terms and concepts of interest and collateral, building credit and reputation. Discuss collectibles and why collections grow in value (scarcity, supply and demand).	Introduce: Identify and chart those things for which interest is charged or paid. Define and complete simple interest. Define and explain mortgage and its purpose. Explain the purpose of a contract.	Review, reinforce and expand K-7 knowledge and skills. Introduce: Define and complete compound interest.	Review, reinforce and expand K-8 knowledge and skills. Define and explain interest (payment due, the use of money saved as capital payment for risk-taking). See 9th grade ALERT below.
B. TYPES OF INVESTMENT.			
See component A above.	Introduce: (List and explain) the variety of saving agencies, e.g., banks, credit unions, etc. Define and exemplify common and preferred stock, assess risk potential and benefit.	Introduce: Define and compare bonds (national, state and local) as a means of saving and/or investment. Review K-7 knowledge and skills.	Review and reinforce K-8. Introduce: (Identify and define) real estate investment - assess risk potential and benefit (home, land, rental, commercial, etc.). Define and assess insurance investment (estate, protection, saving, retirement, etc.). See 9th grade ALERT below.

C. **INVESTMENT COSTS.**

See component A above for phases of applicability.	Component B above directs assessment of risk potential and benefit.	Component B above directs assessment of risk potential and benefit.	Define: Relationship between taxation and investment (income and property taxes). Define concept and causes of inflation. Define depreciation, both as cost and benefit of capital investment. See also 9th grade ALERT following.

9th GRADE ALERT: All components (A, B and C) reviewed, reinforced and expanded as needed to achieve mastery of this compentency as stated in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. This competency could be effectively taught as a part of the unit described in competency No. 3 above. There is a potential to do some effective and interesting coordination and integration with math in providing an opportunity to achieve this competency.

TEACHER NOTES AND RESOURCES:

6. Students will be able to identify and list not less than five characteristics of an effective employee and of an effective employer. For each characteristic listed, the student will be able to describe the characteristic and explain its inclusion and importance.

- Communication
- Conflict Resolution
- Decision-making Ability
- Support of Co-workers
- Motivation of Self
- Motivation of Co-workers
- Ability to handle or balance pressure
- Attendance
- Promptness
- Assuming Responsibility for: Self, Materials, and Actions
- Honesty
- Enthusiasm
- Ability to follow through on directions
- Initiative
- Teachability/Learnability
- Doing the best job possible - dedication
- Attitude
- Use of time
- Knowledge/experience
- Ambition
- Long term employment

6	7	8	9
Review, reinforce and expand the characteristics of an effective employee or student. (See columns B and C.)	Review and reinforce K-6 (columns B and C) competencies--expand. (Introduce column A) Differentation of characteristics in context of occupation should begin.	Review and reinforce K-7 competencies: Students will be able to describe employer/employee relationship in regard to characteristics perceived as most important by the class, i.e., prioritize characteristics for each role.	MASTERY - Competency as stated in the box above. Expand on characteristics in relation to specific occupations as selected by group and/or individual student interest. Define and explain the role of an employer and of an employee and of the mutual dependence of each upon the other. Review and consider the following added characteristics: Fairness, trust, responsibility and consistency.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. The characteristics identified in this competency can be learned form a wide variety of opportunities. Situations often occur in the normal flow of classroom events which may provide entry into a discussion of these characteristics. Such discussion might also be a part of a role-playing situation in discussing the industrial revolution or the rise of unionism, or the discussion may become a part of a special unit.

TEACHER NOTES AND RESOURCES:

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7. Students will be able to identify and state the benefits and problems of belonging to an appropriate union, professional organization or management association. For each benefit stated, the student will be able to explain the source and importance of that benefit, for each problem the student will be able to explain the source or reason for that problem.

Expand the kinds of organizations according ing to membership - review why union type organizations are formed.	Introduce: World wide organizations. Review union organizations shop, local, national etc.	Introduce: Trade unions AFL/CIO (historical approach).	Review and expand K-8 study. Study specific unions and locals, e.g., teamsters.
Review and reinforce the purpose of unions "strength in unity" and goal setting.	Reveiw and reinforce purpose of unions.	Review and reinforce purpose of unions.	MASTERY - Students will be able to define the purpose of unions.

6	7	8	9
Introduce: The means organizations use to achieve their purpose. Introduce: Negotiation.	Review and reinforce grade 6 knowledge. Re-introduce: Negotiation and introduce strike.	Review and reinforce grades 6-7 knowledge. Introduce: Lock out and arbitration.	Review and reinforce grades 6-8 knowledge. MASTERY: Students will be able to identify the means organizations use to achieve their purpose.
Introduce: Students will be able to identify the benfits of organization membership: Protection and safety working conditions and wages.	Review and reinforce grade 6 knowledge. Introduce: Working conditions and fringe benefits.	Review and reinforce grades 6-7. Introduce: Power of unions, inservice and on-the-job training.	MASTERY - Students will be able to identify the benfits of belonging to an organization.
Not applicable.	Introduce: Problems of organizations: Communication, membership maintenance, and membership apathy.	Review and reinforce grade 7 knowledge. Introduce: Social consequences of union demand and of strike threat.	Review, reinforce and expand grades 7-8 knowledge and skill. MASTERY - Students will be able to identify and discuss problems organizations experience.

9th GRADE ALERT: All components should be reviewed, reinforced, expanded, integrated, and coordinated to achieve mastery as stated in the box above.

RESOURCES

None identified. Most likely resource is a comparison of primitive cultures to United States. Considerable coordination with geographic understanding is possible.

Silver Burdett Chapter 12, Lesson 1.

Silver Burdett Chapter 13, Lesson 1.

Silver Burdett Chapter 18, Lesson 2.

Houghton Mifflin Chapters 4, 5, 6, 7, and 8.

See also SVE filmstrip package. The Evolution of American Industry, Enterprise and Welfare.

See also Trees and 280 Zs.

TEACHER NOTES AND RESOURCES:

8. Students will be able to explain visually (chart, graph, or illustration) the manner in which prices on a specific commodity or service is set by the market system in a money standard economy. The explanation must take into account the factors of scarcity, supply and demand, employment, factors of production and distribution, market fluctuation, taxes, profit and loss. (Sample specific commodity: canning jar lids, a gallon of gas, a toaster, a new house, an electrician's hour.)

9th GRADE ALERT: MASTERY - The student will be able to reproduce a schematic diagram of the manner in which economic systems function. The student will be able to define and give an example of each component.

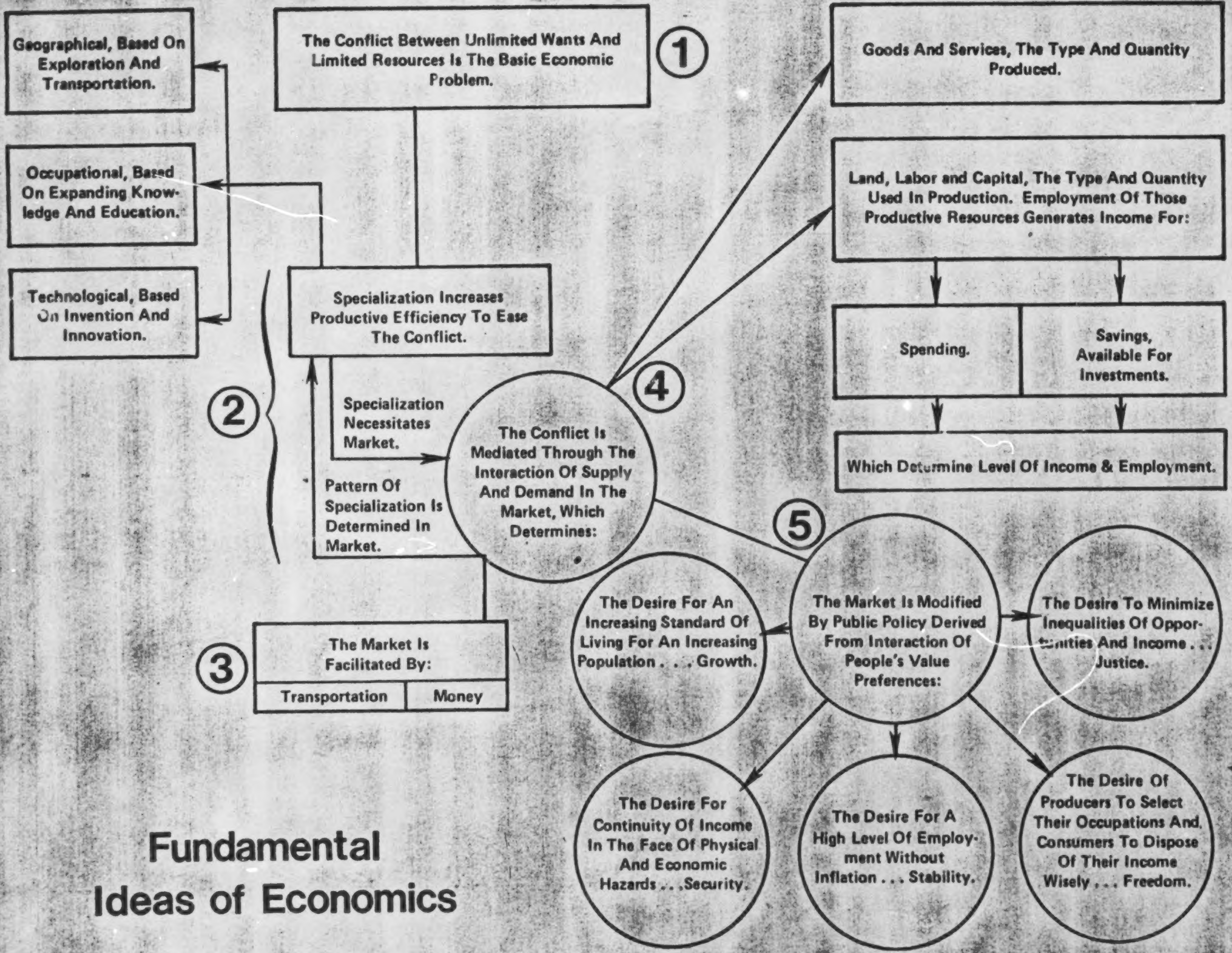
MASTERY - Includes introduced components of saving and spending, employment and modification by public opinion...but not beyond.

(Complete Chart--Chart A--and Sequence following.)

TEACHER NOTES AND RESOURCES:

CHART A

FUNDAMENTAL IDEAS OF ECONOMICS -- DIAGRAM


The Conflict Between Unlimited Wants And Limited Resources Is The Basic Economic Problem.
①
Geographical, Based On Exploration And Transportation.
Occupational, Based On Expanding Knowledge And Education.
Technological, Based On Invention And Innovation.
Specialization Increases Productive Efficiency To Ease The Conflict.
②
Specialization Necessitates Market.
Pattern Of Specialization Is Determined In Market.
The Conflict Is Mediated Through The Interaction Of Supply And Demand In The Market, Which Determines:
③
The Market Is Facilitated By:
Transportation
Money
④
Goods And Services, The Type And Quantity Produced.
Land, Labor and Capital, The Type And Quantity Used In Production. Employment Of Those Productive Resources Generates Income For:
Spending.
Savings, Available For Investments.
Which Determine Level Of Income & Employment.
⑤
The Market Is Modified By Public Policy Derived From Interaction Of People's Value Preferences:
The Desire For An Increasing Standard Of Living For An Increasing Population . . . Growth.
The Desire To Minimize Inequalities Of Opportunities And Income . . . Justice.
The Desire For Continuity Of Income In The Face Of Physical And Economic Hazards . . . Security.
The Desire For A High Level Of Employment Without Inflation . . . Stability.
The Desire Of Producers To Select Their Occupations And Consumers To Dispose Of Their Income Wisely . . . Freedom.

Fundamental Ideas of Economics

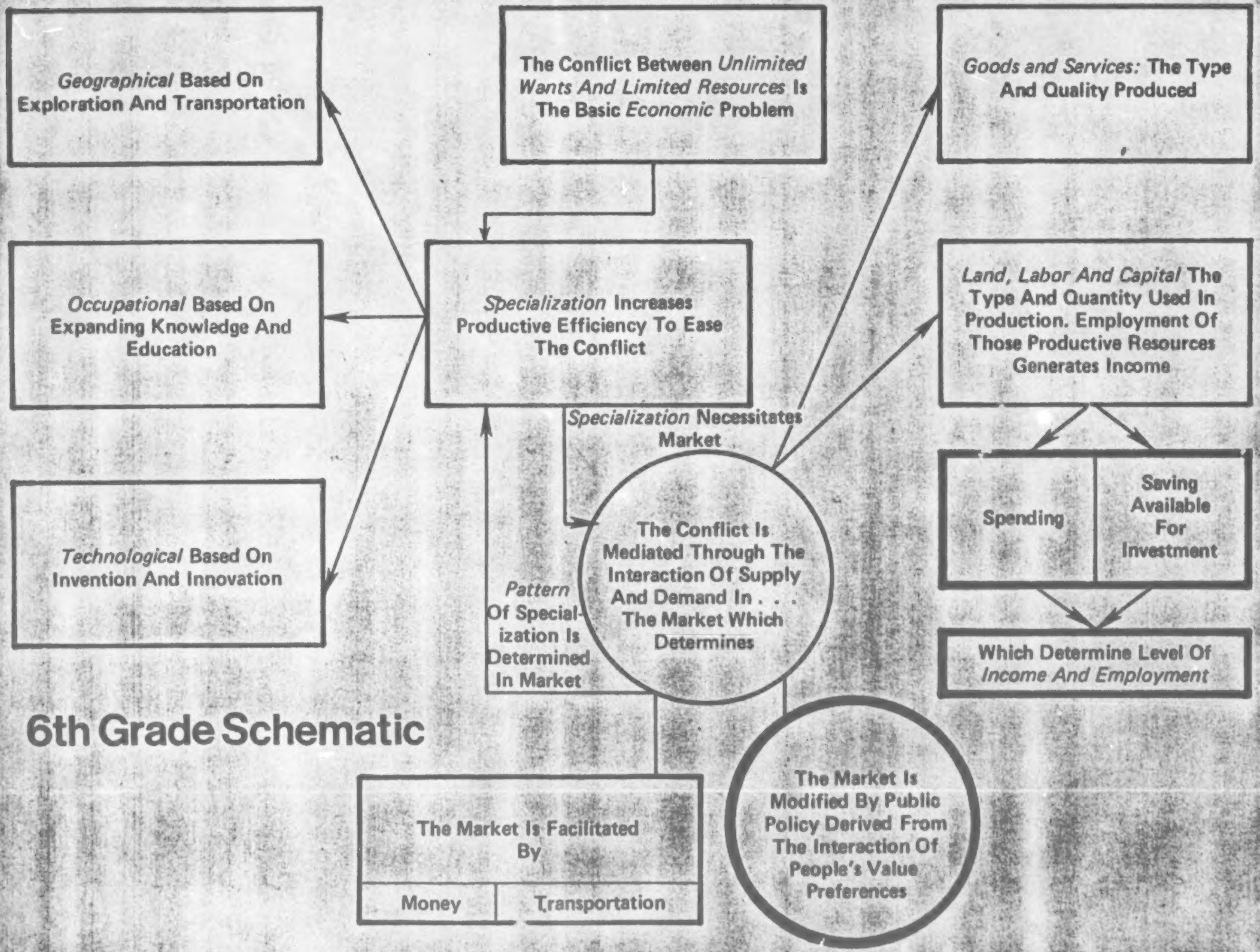
(1) The central idea of economics is the scarcity concept, name, that every society faces a conflict between unlimited wants and limited resources.

(2) Out of the scarcity concept a family of ideas emerge. Because of scarcity, man has tried to develop methods to produce more in less time, or more with less material and in shorter time. Various types of specialization were discovered in order to overcome the conflict between unlimited wants and limited resources. We specialize geographically, occupationally, and technologically.

(3) Because of specialization, we are interdependent; interdependence necessitates a monetary system and a transportation system.

(4) Men had to discover an allocating mechanism and this is the market, where through the interaction of buyers and sellers price changes occur. Prices determine the pattern of production, the methods of production, income distribution, and the level of spending and saving, which, in turn, decide the level of total economic activity.

(5) The market decision is modified by public policies, carried out by the government, to assure welfare objectives. These welfare objectives are determined in the United States through the political interaction of 200 million people that generates thousands of welfare objectives that can be reduced to five: attempts to accelerate growth, to promote stability, to assure economic security, to promote economic freedom, and to promote economic justice.



Geographical Based On Exploration And Transportation

Occupational Based On Expanding Knowledge And Education

Technological Based On Invention And Innovation

The Conflict Between *Unlimited Wants And Limited Resources* Is The Basic *Economic* Problem

Specialization Increases Productive Efficiency To Ease The Conflict

Specialization Necessitates Market

Pattern Of Specialization Is Determined In Market

The Conflict Is Mediated Through The Interaction Of Supply And Demand In . . . The Market Which Determines

Goods and Services: The Type And Quality Produced

Land, Labor And Capital The Type And Quantity Used In Production. Employment Of Those Productive Resources Generates Income

Spending

Saving Available For Investment

Which Determine Level Of *Income And Employment*

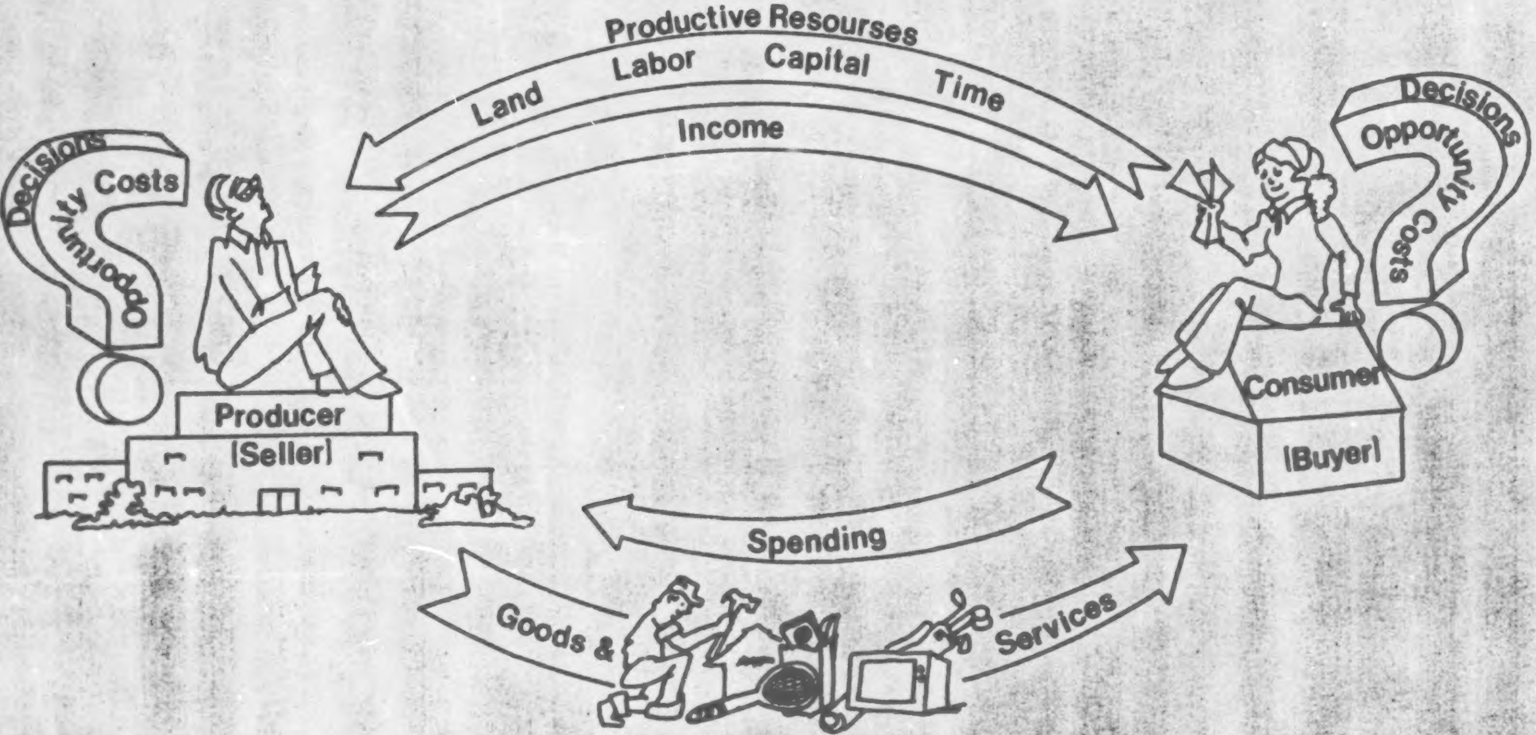
The Market Is Facilitated By

Money

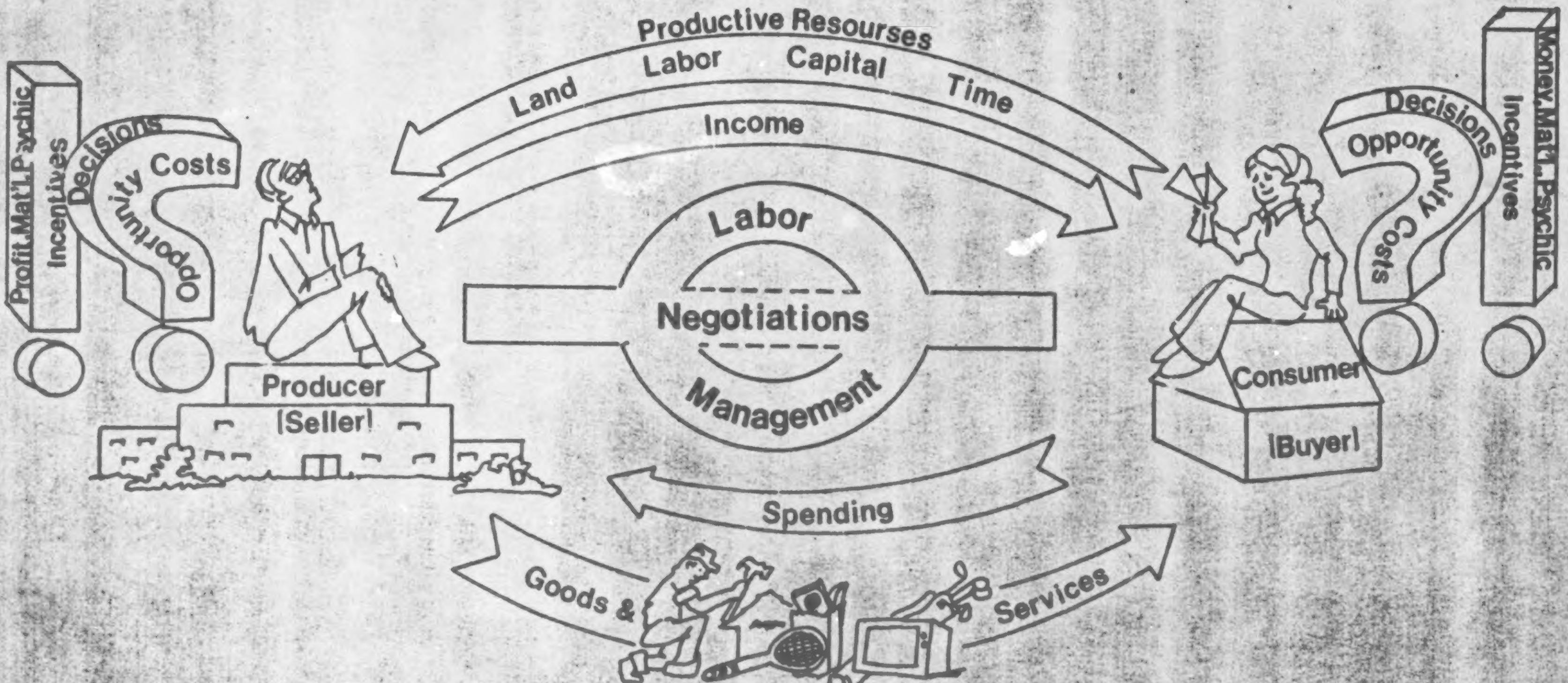
Transportation

The Market Is Modified By Public Policy Derived From The Interaction Of People's Value Preferences

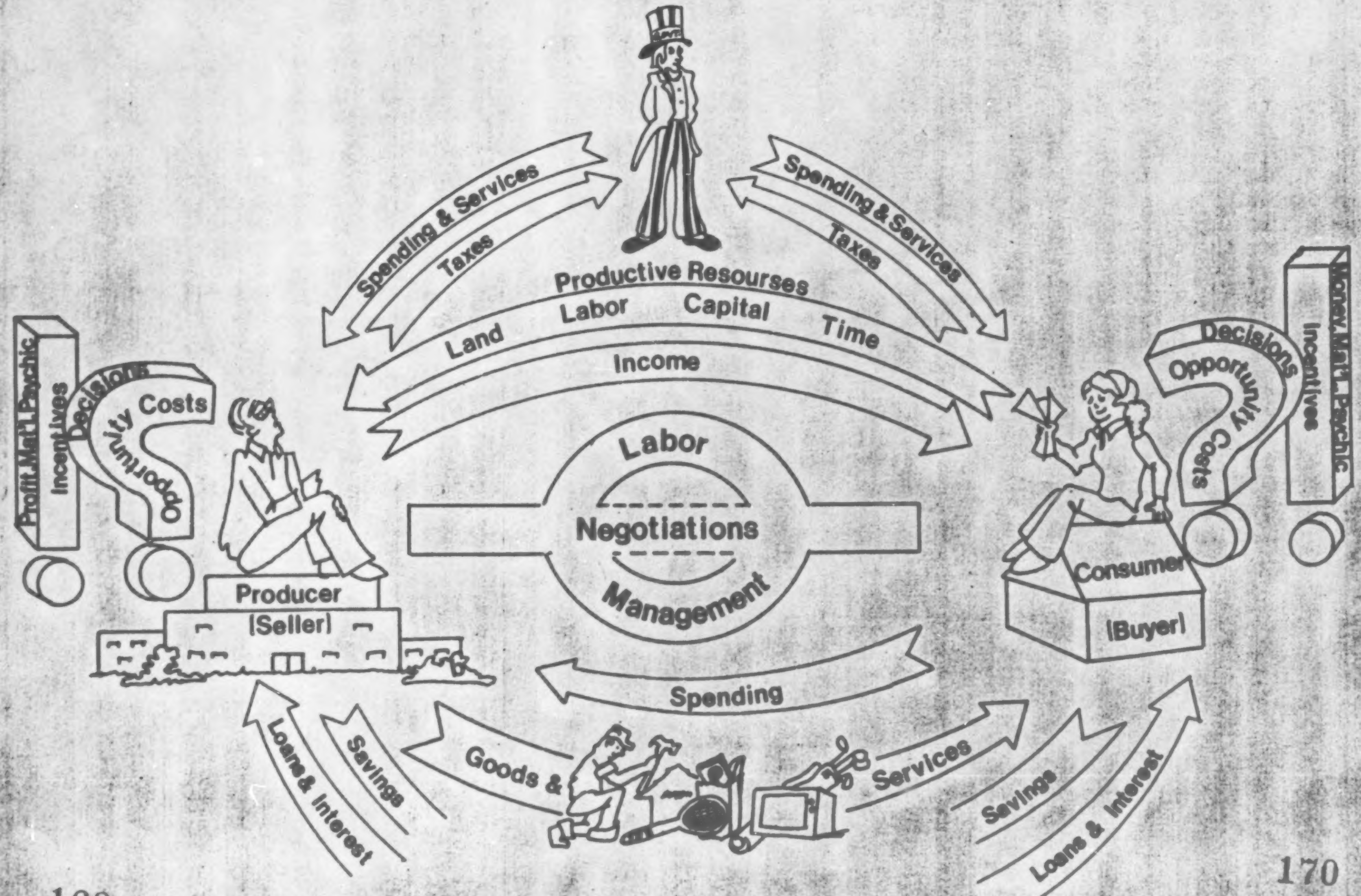
6th Grade Schematic


Productive Resourses
Land
Labor
Capital
Time
Income
Decisions
Opportunity Costs
Producer
(Seller)
Decisions
Opportunity Costs
Consumer
(Buyer)
Spending
Goods &
Services

7th Grade Circular Flow Chart


Productive Resourses
Land
Labor
Capital
Time
Income
Profit,Mat'l,Psychic
Incentives
Decisions
Opportunity Costs
Producer
[Seller]
Labor
Negotiations
Management
Money,Mat'l,Psychic
Incentives
Decisions
Opportunity Costs
Consumer
[Buyer]
Spending
Goods &
Services

8th Grade Circular Flow Chart [Expanded]


GOVT
Spending & Services
Taxes
Spending & Services
Taxes
Productive Resourses
Land
Labor
Capital
Time
Income
Profit, Mat'l, Psychic
Incentives
Decisions
Opportunity Costs
Money, Mat'l, Psychic
Incentives
Decisions
Opportunity Costs
Labor
Negotiations
Management
Producer
(Seller)
Consumer
(Buyer)
Spending
Goods &
Services
Savings
Loans & Interest
Savings
Loans & Interest

9th Grade Circular Flow Chart [Completed]

9. Students will be able to define scarcity and distribution and be able to explain how the market system is an attempt to solve the problems arising from supply and demand and from unequal distribution.

All components to be reviewed, reinforced and coordinated as necessary to achieve mastery of this competency as stated in the box above.

6	7	8	9
Students will be able to reproduce and to explain the components of the 6th grade chart below.	Review and reinforce the 6th grade chart, the market system and terminology. Introduce: 7th grade chart: Circular flow model. Re-introduce: Opportunity costs (cost/benefit analysis).	Review and reinforce 6th and 7th grade charts and terms. Introduce: 8th grade chart (expanded circular flow model). Introduce or expand: Include labor, management and negotiations and incentives on the model.	Review and reinforce 6th and 8th grade charts and terms. Introduce: Complete circular flow model now expanded to include government, savings, loans and interest (9th grade chart). Students will be able to name and describe, from the circular flow model, the three basic tools used by government to stabilize the economy and to analyze and discuss potential solutions from given case studies.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: Circumstances to provide learning opportunities can flow naturally from the historical and geographical studies of the junior high school years. For example, land and land use studies at the 7th grade level, Jackson and the National Banks at the 8th grade level and T. Roosevelt and the trustbusting activities at the 9th grade level can each provide a natural entry into the study of the market system. In addition, the State Office of the Superintendent of Public Instruction has provided two fine publications which may be used at the junior high level and which may be reproduced to fulfill your needs: In the Market Place and Trees and 280 Zs (9th grade only). These are available in your building. Finally the charts which follow are also appropriate resources and may be reproduced.

TEACHER NOTES AND RESOURCES:

10. Students will be able to synthesize in visual form (chart, graph, illustrate) the concepts of socialism, communism and captialism, in terms of the goals, the effects and the incentives of each.

6	7	8	9
Not applicable below the 7th grade level of readiness, except as may be inferred or specified about capitalism from other economic competencies, or from the Political Science and Sociological sections below.	Re-introduce and integrate: 1. The components of all economic systems: human energy - labor resources - land and time tools - capital. 2. The purpose of all economic systems is to produce and distribute goods and services to meet the needs and desires of the people within the system. 3. Principal economic systems (differences): (A) traditional, (B) command, (C) market, in terms of the values and emphasis placed on the worth and dignity of the individual human being in the workings of the economic process. Introduce: Economic philosophies - compare three countries: Communism, Socialism, Capitalism in terms of purpose, compulsion, human freedom, responsibility, and opportunity.	Review, reinforce and expand 7th grade skill. Introduce: Chart forms of comparison.	All components reviewed reinforced and expanded as needed to achieve mastery of this competency as stated in the box above.

OWNERSHIP: TOOLS OF PRODUCTION

COMMUNISM	SOCIALISM	CAPITALISM
STATE OWNS	STATE OWNS BASIC INDUSTRIES	INDIVIDUAL OWNERSHIP

INCENTIVES

COMMUNISM	SOCIALISM	CAPITALISM
NONMONETARY FEAR, POWER, SECURITY, GLORY	ABILITY/NEED	COMPETITION IN FREE MARKET

COMPETITION

COMMUNISM	SOCIALISM	CAPITALISM
STATE COMPELS COOPERATION	NATIONAL PLAN	INHERENT RIGHTS CUSTOM & LAW

MANAGEMENT

COMMUNISM	SOCIALISM	CAPITALISM
PARTY MEMBERSHIP	NONMONETARY INCENTIVES	VOLUNTARY ACCEPTANCE

CAPITAL

COMMUNISM	SOCIALISM	CAPITALISM
WORK FORCE ASSIGNED	STATE MONOPOLY STATE PLAN	VOLUNTARY SAVING, CREDIT

ROLE OF GOVERNMENT

COMMUNISM	SOCIALISM	CAPITALISM
OPERATES TOTAL ECONOMIC SYSTEM	OPERATES BASIC INDUSTRIES MASTER PLAN	FOSTERS INDIVIDUAL FREEDOM, INITIATIVE AND PRODUCTIVITY

ETHICS

COMMUNISM	SOCIALISM	CAPITALISM
STATE DETERMINES STANDARD CONDUCT	STATE CONTROL FOR COMPLETION OF MASTER PLAN	MORAL PRINCIPALS UNDERLYING CODE OF ETHICS

ASSUMPTIONS ABOUT HUMAN NATURE

COMMUNISM	SOCIALISM	CAPITALISM
MAN IS GREEDY NEEDS CONTROL	MAN IS GREEDY NEEDS CONTROL	SELF-INTEREST WORKS FOR GOOD OF SOCIETY

LABOR

COMMUNISM	SOCIALISM	CAPITALISM
STATE PRESCRIBED	LEGAL COMPULSION	FREEDOM OF CHOICE

RISKS AND LOSSES

COMMUNISM	SOCIALISM	CAPITALISM
FORCED ACCEPTANCE	HIGH TAXES	OWNERS, WORKERS MANAGERS, ETC.

RESOURCES

Not Applicable: NOTE: The comments made under economic competency No. 8 immediately above apply here as well. The following chart is an example of the chart comparison envisioned and may be used as a resource.

TEACHER NOTES AND RESOURCES:

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11. All students will be able to identify and explain an example of five purposes, five techniques and the effects of advertising on the consumer (etc.) within our economic system.

A. MEDIA.

6	7	8	9
Review, reinforce and expand K-5 skills and knowledge: Places where advertising is found, packaging, prizes, coupon and premium.	Review and reinforce the use of media in advertising and the use of extra values such as prizes and coupons.	MASTERY - Competency as written in the box above.	Skill is functional as written in the box above.

B. PURPOSE OF ADVERTISING.			
Review: Entertainment and informative purposes. Introduce: Demand creating, persuasion, and attraction purposes.	MASTERY - Begin to integrate with other components for 8th grade competency mastery.	MASTERY - Competency as written in the box above.	Skill is functional as written in the box above.
C. EFFECTS AND CRITIQUE.			
Introduce: Use of consumer guide or consumer reports.	Introduce: Buying and stimulating the economy (coordinate with economic goal No. 8 above). Introduce: Creating or maintaining jobs and creating desire for nonessentials.	MASTERY - Competency as stated in the box above.	Skill is functional as written in the box above.
D. TECHNIQUES AND APPEALS.			
Review previous techniques and appeals. Slogans, and personal endorsement. Introduce: Pressure to conform or not to conform appeal to vanity. Introduce: Common advertising terminology - e.g., "new-improved," "more for your money," etc.	Review K-6 terminology expand - techniques and appeals.	MASTERY - Competency as stated in the box above.	Skill is functional as written in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources identified. This skill or competency can be achieved through the use of advertising as found in the day-to-day flow of life. Time to achieve this competency can be attained from among the economic unit suggested previously, the one day a week devoted to Social Studies skills, or within current event kinds of discussions.

TEACHER NOTES AND RESOURCES:

GEOGRAPHY/ENVIRONMENT

SPECIAL RESOURCE: NYSTROM'S WHERE AND WHY PROGRAM

GEOGRAPHY/ENVIRONMENT

BASIC

1. SELF LOCATION
2. NATURAL FEATURES (Maps)
3. PEOPLE-MADE FEATURES
4. DISTANCE
5. LOCATION-CULTURE
6. MAP SCALE
7. SPOKANE ENVIRONMENT
8. POPULATION MAPS
9. MAP DISTORTIONS
10. HISTORICAL MAPS
11. THE SPOKANE "ECOLOGICAL- ECONOMIC" CHAIN

REQUIRED

12. TRIP PLANNING
13. NATIONAL INTERDEPENDENCE
14. NATIONAL STATUS AND LOCATION

A. EARTH PHENOMENA

B. METEOROLOGICAL MAPS & MEASUREMENT

ELECTIVE

15. SPOKANE GEOLOGY
16. ENVIRONMENTAL IMPACT
17. CARTOGRAPHY

GEOGRAPHY/ENVIRONMENT

Geography is to the Social Studies as Social Studies is to the remainder of the curriculum. It is the bedrock from which the other Social Studies subdisciplines spring. Economics of a particular region cannot be understood except from the geography of that region. Culture, heritage, history and sociology cannot be understood except as they are affected by the lay of the land and the climate where people live. The isolation of a valley, or of an island, the growing season of the latitudes, the rainfall of a desert...all of these affect the living conditions and the life-style of a people, e.g., it is interesting to note that the longitudinal novels of a James Michener each begin with a geographical and geological exposition of the area in which the story takes place.

As identified and defined, sequentially, these goals can be integrated with the reading program on each level. These goals can be integrated at appropriate times with mathematics, particularly in basic skills of addition, subtraction, and distance measurement. At the more advanced levels, ratios of scale, time and distance, and fuel consumption, etc., may be integrated. There is also integration potential which can be developed and used with certain components of Earth Science, particularly, those dealing with climate, weather and earth movement. Finally, as the Social Studies goals are further developed, opportunities for integration will be identified in the subdisciplines of economics, history, heritage, culture, health, etc.

Opportunities do exist to show that geography study is, in fact, an essential part of understanding all forms of life, including our own.

1. All students will be able to locate themselves physically in relation to the major points of interest/activity within the Spokane Metropolitan Area and the Pacific Northwest (i.e., Washington, Oregon, Idaho, and Montana). The student will be able to give accurate directions describing the most efficient route to get there.

6	7	8	9
A. DIRECTION.			
MASTERY - Of Compass rose and the physical orientation of maps. Students will be able to locate themselves, specifically in the City of Spokane by use of a city map.	Review, reinforce and integrate for 9th grade mastery.	Review, reinforce and integrate for 9th grade mastery.	MASTERY - Of the competency as stated in the box above.
B. GRID SYSTEM.			
MASTERY - Students will be able to use longitude and latitude on the map grid system in order to locate self.	Continual usage - introduce and review: Prime meridian, international date line, and equator.	Continual usage - review and reinforce, integrate for 9th grade mastery.	MASTERY - Of the competency as stated in the box above. Coordinate and review components as needed.

C. SCALE AND MEASURE.

Review and reinforce the use of scale to measure distance in miles (kilometers) between specified locations.	Review: Map making on variant and various scales.	Introduce: Map measurements. Land measures: range, township, sections, acres, lots etc.	MASTERY - Of the competency as stated in the box above. Coordinate components as needed for mastery.

D. BOUNDARIES.

MASTERY - Students will be able to identify and differentiate the symbols for an international boundary and a state or provincial boundary.	Review and reinforce K-6 knowledge and skill. Introduce: Location of cities and recreation interest and activity within the area described by the competency.	Review and reinforce political boundaries: county, state and congressional. Introduce: Points of historical and political interest and activity in the northwest.	MASTERY - Of the competency as stated in the box above. Introduce: Location of points of economic interest and activity in the northwest. Coordinate with other components for mastery.

E. TERM AND SYMBOL.

See component D above and Skills No. 2 and 3 following.	Review and reinforce K-6 by continuous usage.	Review and reinforce K-7 by continuous usage.	Review and reinforce K-8 by continuous usage. MASTERY - Of competency as stated in the box above.

RESOURCES

6	7	8	9
See Intermediate (3-6) Program Guide.	The 7th grade Silver Burdett program is essentially a geographic program. For specific reference see the geographic column in the teacher's guide - pages T-23 through T-43. The final section of the text beginning on page 488 also provides an opportunity to review. Supplementary materials from Follett have been provided: Follett Student Atlas and Follett Understanding Maps and Globes. See also BFA filmstrip package: How to Read Maps and Globes.	The periods of exploration, colonization and westward expansion provide opportunities to reinforce geographic skills. See also teacher's guide column 3 pages T-13 through T-35. The final section of the text beginning on page 642 also provides an opportunity to review. Coordinate with 8th grade Earth Science when and where possible. Desk outline maps. Denoyer Geppert: Our United States - Its History in Maps.	Desk outline maps. Maps and map work throughout Houghton Mifflin text and through Washington history.

NOTE: Because, in general, these same resources will apply throughout this section on geography skills, further resources will be identified only in particular and each future resource section will refer back to these references.

TEACHER NOTES AND RESOURCES:

2. All students will be able to define and identify the natural geographic features of the earth by sketching or identifying pictures of those features and relating the picture to the appropriate geographic term and map symbol. (Paper mache etc., constructions also fulfill this competency.)

Review, reinforce and expand all components K-5 skills and knowledge.

Students have mastered map elevation. They have studied and understand color code from legends and the relationship of color to land form. Students have located and named the major bodies of water in the United States and the world.

Review, reinforce and expand the knowledge and use of the international color code on maps and globes.

Introduce, review and refine land form terminology: e.g., mesa, plateau, plain, bluff, pass, archipelago, etc., through pictures.

All components (K-7) reviewed, reinforced and expanded. Integrate and coordinate for mastery.

Coordinate with Earth Science.

MASTERY - Of this competency as stated in the box above.

Skill is functional or usable without further instruction at the 9th grade level.

RESOURCES

See Intermediate (3-6) Program Guide.

The resources identified under Goal No. 1 above will apply here as well.

TEACHER NOTES AND RESOURCES:

3. All students will be able to read a map and/or globe by identifying the symbols which represent people-made features. The student will be able to locate these features by the nearest latitude and longitude and/or the grid identification pattern of the selected map.

6	7	8	9
Students are able to name and locate countries (as prescribed by the District program materials) on a map or globe. MASTERY - Students are able to locate any city according to its nearest latitude and longitude (at 10° intervals).) MASTERY - Students are able to identify and locate the prime meridian, international date line and equator. Review: Students are able to identify cities and approximate population of cities from a legend on a map. Also capitol cities.	Introduce and reinforce: Use of map index, Atlas and similar resources. Reinforce indentification of capitol cities, national and international boundaries, and population of cities from map legends and keys.	Re-introduce: Regional identification of the United States, i.e., eastern seaboard, southern, mountain, pacific northwest, etc. Students will be able to identify the time zones of the United States. Coordinate as needed with Earth Science. Coordinate all resources and components to achieve mastery of this competency as written in the box above.	Skill is functional or usable without further instruction at the 9th grade level.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: The resources identified under Geography Goal No. 1 above will apply here as well.

TEACHER NOTES AND RESOURCES.

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4. All students will be able to measure distances between geographic features (natural and/or people-made) on a selected map or globe within the accuracy of ½ of one unit of the scale. (e.g. if 1" = 100 miles, accuracy for total distance must be within 50 miles). 90% accuracy - short distances.

MASTERY - Students will be able to use graphic scale to measure the distance in miles (kilometers between specified locations on selected maps and globes.	Review and expand 6th grade mastery. Anticipate mastery at the 8th grade level of the competency as stated in the box above.	MASTERY - Competency as stated in the box above.	Skill is functional or usable without further instruction at the 9th grade level.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: At the junior high school level this competency needs practice and reinforcement. The resources identified in Goal No. 1 will apply here as well.

TEACHER NOTES AND RESOURCES:

5. All students will be able to predict, from a map and/or globe which shows elevation and latitude and longitude: (A) The basic climate of a designated area, and (B) The status of the culture of the people living in that area. The student will be able to verify those predictions from the appropriate existing maps and to account for the discrepancies between prediction and the actual situation.

MASTERY - Of concept: An increase in latitude is related to a decrease in yearly average temperature. MASTERY - The student will be able to explain the phenomena of the seasons in the northern hemisphere and why these seasons are opposite those in the southern hemisphere. MASTERY - Specify upper and lower limits of elevation from the color intervals on selected map. MASTERY - Ability to explain agricultural productivity based relief maps, longitude and latitude, elevation, rainfall, and growing season. The student will be able to compare areas.	Introduce variant cultures and cultural variables as provided by the Silver Burdett program materials. Coordinate 6th grade skills mastered to begin achievement of this competency as written. Emphasize climate and factors of climate.	Introduce variables within the United States. Such variables should help to explain why the Industrial Revolution for example was a northern phenomena. Coordinate with Earth Science when possible. Emphasize climate and factors of climate. Review special maps (e.g., rainfall).	MASTERY - Of the competency as stated in the box above. Coordinate all components and integrate as needed to achieve mastery.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: In the beginning this skill will require a great deal of teacher guidance and modeling. This skill is closely related to some economic and sociological/anthropological concepts and skills. The Silver Burdett materials are especially rich in opportunities to build this competency. In addition to the Geography column of the teacher's guide be sure to see also the Sociological/Anthropological and the Economic columns. Notes in the teacher's guide throughout the text will also suggest excellent means to assist students in achieving this skill. (See also Geography Goal No. 1 above.)

TEACHER NOTES AND RESOURCES:

6. All Students will be able to draw or construct a scaled map which shows the location of the student's individual routine monthly activities, (e.g., learning, shopping, eating, playing, worshiping, etc.) and the routes to and from those activities.

MASTERY - Compass rose. MASTERY - Able to identify city limits (boundaries) on a map. Review and reinforce ability to use the distance in miles between specified locations on both maps and globes.	Introduce: Map construction using city streets to direct a traveler to a specified location. Introduce: Map drawing showing a route of travel between (among) at least 15 specific locations commonly visited by the student. Introduce: Map planning of route to meet daily needs and responsibilities.	Review, reinforce and expand all components and activities from grades 6 and 7. Integrate for anticipated mastery at the 9th grade level. (Earth Science Coordination is possible.)	MASTERY - Of Competency as stated in the box above. Review, integrate and coordinate as needed.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: This skill is a summation or variation of Geography Goal No. 1 above. The resources identified there will apply here. A special time may need to be set aside to work on this goal.

TEACHER NOTES AND RESOURCES:

7. All students will be able to discuss (hypothesize) about the natural environment (ecology) of the Spokane River Valley, within 20 miles in all directions from the falls, as it might have been if it were unmodified by people, in terms of life, habitat and support. The student will be able to show why this is an area which people might select for permanent residence and to evaluate the effects of people as those effects exist today.

NOTE: The component skills to achieve this competency have been addressed in Geography Goals No. 2, 3 and 4. Those component skills only need a refocus in order to achieve this skill. Mastery is anticipated at the 9th grade level, most likely in the Washington History semester. At the 7th and 8th grade levels students need to be made aware of reasons why people settle where they do and of the historical effect of human settlement or habitat on the surrounding environment.

RESOURCES

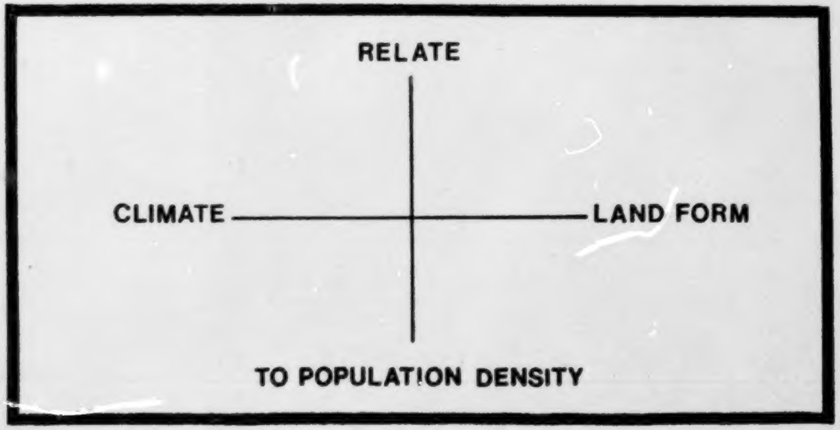
See Intermediate (3-6) Program Guide.

See NOTE immediately above.

TEACHER NOTES AND RESOURCES:

8. All students will be able to read a demographic map and compare it to maps of natural features, and maps of natural resources. From such data the student will be able to explain or give reasons for the population density of any given area of the earth's surface.

NOTE: This objective is strongly coordinated to Geography Goals No. 2, 5, and 7. The component skills of those goals need only a refocus in order to achieve this objective. Mastery is anticipated in the 9th grade - most likely in the United States History semester. At the 7th grade level students need to be made aware of the geographic reasons for settlement and at the 8th grade level, the historical reasons.



6	7	8	9
MASTERY - Natural resources (e.g., climate, wildlife, etc.). (See Geography Goal No. 5.)	Review, reinforce and expand knowledge and use of the components of this skill.	Review, reinforce and expand knowledge and use of all components.	Review, reinforce and expand knowledge and use of all components.
MASTERY - Population maps and natural features (see Geography Goal No. 2).	Introduce: Human motivation as a fuction of settlement. Insure knowledge and use of climate factors. See column 9 this page.	Insure knowledge and use of land focus factors: location, terrain, soil and land masses.	Insure knowledge and use of population factors: geographic proximity, economic opportunity, geographic convergence, trade potential, available food supply, industrial and commercial, transportation and energy, human comfort, travel and recreation. MASTERY - of the competency as written in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: Most of the resources have been previously identified. The human motivation for settlement can best be covered within the historical or geographic circumstances as they occur within the program.

TEACHER NOTES AND RESOURCES:

9. All students will be able to name three ways in which maps are purposely distorted and to explain or give reasons for those distortions.

NOTE: Basic map projections (Mercator, Mclleweide, etc.) will be covered as intermediate competencies. Distortion on the basis of other than basic projection is beyond the readiness of the intermediate level.

Review, reinforce and expand map projections.

Review and reinforce the concept and understanding of map distortion.

Introduce: Distortion for sociological, demographic and/or cultural purposes, e.g., population distribution.

Reinforce the concept and understanding of map distortion.

Introduce: Distortion for political or historical purpose, (e.g., voting pattern of the United States).

Review and reinforce all components for the mastery of competency as written in the box above.

Introduce: Distortion for economic purposes (e.g., energy producers and energy consumers).

RESOURCES

See Intermediate (3-6) Program Guide.

No specific resources identified - examples often appear in newspapers and in news magazine publications (e.g., Time, Newsweek, etc.).

TEACHER NOTES AND RESOURCES:

10. All students will be able to trace the route of any given explorer or historical figure on a map or globe. The student will be able to state the motives of the explorer, the reasons why the particular route was chosen and be able to describe the then conditions of any given point along that route.

6	7	8	9
Direct confrontation with this objective is not applicable at the elementary level, except for some geographic work at the 5th grade level. Students have, however, worked with the globe and its movements, locating and measuring on maps and the flow of rivers.	Review, reinforce and expand all components. Insure knowledge and/or understanding of national and individual motives for exploration (e.g., national pride, territory expansion, wealth, etc.).	Review, reinforce and expand all components. Insure understanding the logic of using certain land forms and rivers as pathways or routes of exploration.	MASTERY - Of competency as written in the box above. Review, integrate and coordinate components as needed.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No new resources need be identified. This skill coordinates previous geographic skills and adds a historical dimension. The materials provided plus the cause effect relationships from history and the Social Studies Skills.

TEACHER NOTES AND RESOURCES:

11. All students will be able to identify the sources of the necessary raw materials for the major Spokane industrial enterprise of the student's choice. The student will be able to identify the distribution centers and routes to those centers for the finished products of that enterprise. The student will be able to explain the reason for those centers and routes. (The sources of materials, the centers of distribution and the routes may be actual or potential, they must be real.)

Not applicable below the 7th grade level of readiness and maturity.

Integrate and coordinate the necessary components from the other competencies.

Introduce: Terms and concepts and coordinate usage to build understanding and skill:
- Transportation,
- Routes,
- Products,
- Raw material,
- Urban Center.

Review and coordinate 7th grade skill and knowledge.

Introduce: Terms and concepts and coordinate usage to build understanding and skill:
- Industrial Enterprise,
- Growth Potential,
- Market Center.

MASTERY - Of Competency as written in the box above.

Review and coordinate all components as necessary for mastery.

Introduce: Terms and concepts and coordinate to build mastery:
- Power Supply,
- Raw Material Source,
- Distribution Center,
- Profit and Loss.

RESOURCES

See Intermediate (3-6) Program Guide.	NOTE: Resources have not been specifically identified. The major resource will be the Spokane community itself. Other resources will depend upon the specific enterprise chosen. Mastery should be anticipated during the Washington History semester. This competency might be used as an individual culminating activity.

TEACHER NOTES AND RESOURCES:

POLITICAL SCIENCE/GOVERNMENT

POLITICAL SCIENCE / GOVERNMENT

BASIC

1. RIGHTS & RESPONSIBILITIES
2. REGISTERING & VOTING
3. POLITICAL LOCATION and REPRESENTATION
4. OPINION LETTER EXPRESSION
5. PROCESS OF CHANGE
6. GOVERNMENT FUNCTIONS
7. CITIZEN PARTICIPATION
8. DEVELOPMENT OF DEMOCRACY
9. COMPROMISE & CONSENSUS

REQUIRED

10. GOVERNMENTAL PURPOSE
11. GOVERNMENT SERVICES
12. CHARACTERISTICS OF THE AMERICAN SYSTEM
13. DECISION-MAKING INFLUENCES
14. LEADERSHIP EVALUATION
15. INTERNATIONAL RELATIONS
16. CURRENT GOVERNMENTAL PROBLEMS

ELECTIVE

17. ALTERNATIVE GOVERNMENTAL SYSTEMS
18. COMPARATIVE MODERN SYSTEMS

POLITICAL SCIENCE/GOVERNMENT

The two basic concepts of domestic American society over the past two hundred years has been the capacity to live peaceably under equitable laws and to adjust to change in a nonviolent manner. The system of democracy as the people of this country have developed it, has as its base, two very important components: (1) an electorate informed about issues, and (2) a system of communication of concern between and among the representatives and the constituencies of those representatives. Continuance of both of these concepts are the responsibility of the nation's school system. In fact the public school system was established with these two principles in mind. Thus, knowledge of, and some degree of skill in the us,e of the mechanics which peacefully govern, establish, and change the rules by which the American people live is an essential element in the continuation of the American way of life. Responsible participation and commitment to this American way of life is dependent upon a study of and an involvement in political science and government beginning as early as possible in the educational/learning effort.

Possibilities exist for the integration of political science/government competencies with other disciplines and home/school activities beginning at the earliest levels of formal education. Home rules, and student government offer entries to the learning of political science/government skills and competency. Language arts offers the opportunity to study, discuss, and debate public issues in a rational manner. Reading and literature frequently offer opportunities to raise the levels of awareness of those reoccurring concerns of human kind. The feasibility and economics of public action often involve the need for mathematics, sociology, psychology, geography, as well as political science and economics. Certainly, the need for the Social Studies and communication skills of research, reason, judgment and planning will be continuously reinforced and expanded through all levels and areas of the curriculum.

1. All students will be able to explain the differences between a freedom, a right and a license or privilege and be able to identify the source of each. Each student will be able to list in chart form six freedoms, six rights, and six privileges (licensed). For each freedom listed, the student will list a corresponding responsibility (which if not accepted or lived up to either limits or denies the freedom). In like manner, for each right listed, the student will list a corresponding duty, and for each privilege or license, a corresponding obligation.

6	7	8	9
In this competency it is necessary to detail the coverage of the 4th, 5th and 6th grades for the sequence and coverage. Please see under resources below.	MASTERY - Concepts of privilege or license and obligation. (See 4th grade coverage below.) Review, reinforce and expand definition and concepts of rights and duties: Rights and duties are consequent upon freedom and responsibility. (See 5th grade coverage under resources below.)	MASTERY - Concepts of rights and duties. (See 5th grade coverage below.) Review, reinforce and expand definition and concepts of freedom and responsibility. (See 6th grade coverage below.) Expand application of concepts from the community level to application of United States citizenship and the national level.	MASTERY - Competency as written in the box above. MASTERY - Concepts of freedom and responsibility as applied to the community of Spokane and the State of Washington. (See 6th grade coverage below.) Review, reinforce and expand the concepts of freedom and responsibility to include national freedoms and responsibilities. Introduce: Global or world perspectives about freedom and responsibilities.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: The major resources will be the following details which portray that knowledge acquired at the elementary level.

4TH GRADE COVERAGE DETAIL

Introduce the term and expand the concept of privilege or license and obligation. Expand from school center concept to community activities and to job, career and/or vocational opportunity awareness.

Privilege or License:	Obligation:
To drive (pass test)	To drive safely or carefully
To practice medicine (medical school)	To save lives and ease or cure pain
To teach (4 years college - diploma)	To facilitate learning - provide opportunity
To marry (sufficient maturity)	To love, honor, and cherish
To build a house (plan or blueprint)	To build safely and in harmony with environs
To be a plumber (apprenticeship)	To plumb according to code
To hunt and/or fish (practice)	To avoid exceeding limits (safety)
Etc.	Etc.

COMMENTS:

Privilege or license -- Those actions and activities which are permitted, sanctioned or approved by special dispensation and by virtue of a specific act from those in authority within a given community. In this context privilege/license must be earned by some sort of prerequisite activity and they are affirmed by documented evidence (generally). For example: diploma, certificate and/or license.

Obligations -- The special duties or responsibilities society places on those to whom it grants a license or privilege by reason of the special talent or training the licensee possesses. They are the moderating force of the license and they tend to serve as protection against profiteers and fakes. Privileges and licenses without obligation are gifts or grants.

5TH GRADE COVERAGE DETAIL

Review, reinforce, and expand concept of privilege (license)/obligation. Introduce terms, definitions, and concepts of rights and duties. (Rights and duties flow from freedoms and responsibilities.)

Rights:	Corresponding Duties:
To citizenship	To protect the civic entity in time of peril
To worship	To worship in a prescribed manner--support church
To education (to learn)	To maintain a learning attitude and atmosphere
To work	To follow rules of safety and job description
To equal protection and application of law	To serve as juror
To residence	To reside in a manner appropriate to environment
To membership and continued membership	To learn and to speak "the language."
Etc.	Etc.

COMMENTS:

Rights -- Those actions and activities which flow from membership. Depending upon the association, rights may be extended by birth, by recruitment or joining, or by common or mutual agreement. Rights apply only to members in the "society"--not to mankind.

Duties -- The "price" or "dues" of membership. The purpose of such "dues" is to insure the continuance of the entity or association to which the member belongs. Duties are the moderating force of rights. Failure to accept or perform the duties denies or limits rights.

Relationship -- In general rights tend to limit freedoms, and duties tend to extend responsibilities, i.e., an individual gives up a freedom to gain the rights and security of membership. An individual increases self response to gain the benefit of mutual or concert action and activity.

6TH GRADE COVERAGE DETAIL

Review, reinforce, and expand the relationship between rights and duties. Introduce definition and concept of freedom and responsibility - show how related to rights and duties.

Freedoms:	**Corresponding Responsibilities:**
To life (to live, i.e., to be -- to identify)	To maintain life (self and others)
To sustenance	To provide sustenance without infringement
To safety and health	To make safe, to care for infirmity
To place and shelter	To "respect" property...avoid misuse
To movement (to move)	To avoid interference with movement of others
To association (to associate)	To choose associates wisely -- respect mutuality
To pursuit of happiness	To allow others like pursuit
To learn (to grow)	To use opportunity
To think and believe (conscience)	To protect freedom for self and others.
Etc.	Etc.

COMMENTS:

Freedom -- Those activities of human beings which are inherent in the nature of being human and which are common thereby to all within the species. Although freedoms may be documented, they are received by virture of being human.

Responsibility -- The moderating force of freedom between slavery. The purpose of responsibility is to avoid excess, wastefulness, and abuse and thereby, insofar as possible, ensure the same freedoms for all human beings.

Freedom and responsibility are related to each other in direct proportion (i.e., ratio). Both are inversely related to slavery. Freedom is earned and maintained by and through responsibility. Freedom and responsibility go hand-in-hand, they balance; one cannot exist without the other. Freedom without responsibility is anarchy; responsibility without freedom is tyranny.

	See also Silver Burdett, This Is Our World, Teacher's Guide pages T-23 through T-43, column 5, on each odd numbered page. Coverage centers primarily on responsible use of world resources to meet people needs.	See also Silver Burdett, Let Freedom Ring, Teacher's Guide pages T-12 through T-33, column 5, on each odd numbered page. Coverage will center on the historical development of freedom in the United States see especially the reasons for settlement and the development of the constitution. Further coverage can be obtained through the development of unions, causes of war, etc.	No specific resources identified. However, information can be achieved in the natural discussion flowing from the study of the historical event, covered, e.g., the right to work, reform of government and the like.

TEACHER NOTES AND RESOURCES:

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2. All students will be able to describe the process and the importance of registering and voting. Each student will be able to identify the precinct in which the student lives and to locate the voting place for that precinct.

Review and reinforce the importance of participating in the voting process.	Review and reinforce the concept and importance of participating in the voting process.	MASTERY - Concept and importance of participating in the voting process.	MASTERY - Competency as stated in the box above.

Introduce: Vote count and vote challenge process - field trip to County Courthouse. Introduce: Voter's pamphlet (candidate section).	Compare the selection process in the United States to the selection process in other parts of the world.	Introduce: Registration process, absentee ballot, convention, primary election, and electoral college.	MASTERY - Terms involved in the voting vocabulary and method as practiced in the United States.

RESOURCES

See Intermediate (3-6) Program Guide.	NOTE: No specific resource has been identified for this competency. Opportunities can arise out of discussions surrounding student body, local, state and national elections.

TEACHER NOTES AND RESOURCES:

3. All students, given the city, the county, the legislative district, the state and the nation in which they live, will be able to:

A. Describe the process through which the basic political organization(s) operates in that area or on that level (e.g., Spokane...and at large city council).

B. Explain the process by which an individual may become a candidate for office (either elected or appointed) in each area or at each level, describe the process by which the current office holder(s) may be identified at each level, and name those office holders which most directly represent and/or influence the lives of the student and the student's family.

C. List the qualifications and duties required for office as described in 3B above.

D. List three services (if applicable) provided at each level (i.e., services which most directly, actually or potentially, influence the lives of the student and family).

E. Identify the sources of finance for each area.

6	7	8	9
A. POLITICAL PROCESS.			
MASTERY - Students will be able to identify and explain the 3 functions of government (legislative, executive, and judicial). Review and reinforce the structure of government (e.g., congress, presidency, and supreme court). Introduce: Special interest groups, e.g., political parties and lobbies.	Introduce: Structure of government as required for mastery of this competency at the 9th grade level. Emphasis on local or regional governments in the countries studied. Introduce: Purpose and function of special interest groups.	Review, reinforce and expand the K-7 competencies. Emphasize state and national structures and relationships.	MASTERY - Student will be able to draw a schematic diagram of the chain of authority in the structure of government (national, state, county and local). Review and reinforce identification and function of special interest groups.
B. CANDIDATE SELECTION.			
Review and reinforce city and state representatives, national nomination/selection process. Introduce: Local process of filing for office, identification of specific offices (elective or appointive) for which one may file (or apply). (Field trip to County Courthouse.)	Introduce or re-introduce and expand, as needed, K-6 knowledge and skills. Coordinate components to achieve mastery as anticipated for the 9th grade level.	Review, reinforce and expand K-7 skills. Anticipate mastery at the 9th grade level.	MASTERY - Students will be able to name city, state and national representatives and to identify and describe the filing process for state and local elective offices.

C. QUALIFICATIONS AND DUTIES OF OFFICE.

Introduce: Qualification for state, local and national office. Distinguish between written and unwritten qualifications.	Review, reinforce and expand K-6 skills. Discuss and introduce duties of elected officials at city, county and state levels.	Review, reinforce and expand qualifications for office and duties at the national level.	MASTERY - Students will be able to define the qualifications and duties for office as defined above.

D. GOVERNMENT SERVICES.

Not applicable below the 7th grade level of readiness and maturity except as applied in Economic Competency No. 1.	MASTERY - Students will be able to identify and list services provided by government through the state level.	MASTERY - Students will be able to identify and list services provided by government at the national level. Review 7th grade coverage as a comparative factor.	MASTERY - Competency as stated in the box above.

E. FINANCIAL SUPPORT.

Coordinate with Economics Goal No. 1. Type of taxes covered: federal, state, county, district, city, license, bonds, levies, use tax, fees, service charges, business and occupation and sale of commodities.

RESOURCES

See Intermediate (3-6) Program Guide.

NOTE: No specific resources have been identified. Opportunities to teach and learn this competency will flow from studies of government and governmental activities within the program materials provided. Particularly in the 9th grade unit: You and the Law.

TEACHER NOTES AND RESOURCES:

4. All students will be able to write a letter to an appropriate political representative expressing an opinion on a social, economic or political problem. (The problem may be current or historical, e.g., a letter to George III protesting taxes.)

6	7	8	9
Introduce and expand: Students will be able to choose an issue and to express self feelings or opinions about that issue in a letter to a newspaper and/or periodical (letters of appreciation are appropriate. Letters need not be published or sent).	Review, reinforce and expand K-6 skills and knowledge. Subject of letter should be appropriate to 7th grade instructional content.	MASTERY - Competency as stated in the box above. (Subject of the letter should be appropriate to 8th grade instructional content.)	Reinforce as needed. Skill should be functional without further instruction.

RESOURCES

See Intermediate (3-6) Program Guide.

No specific resources identified or needed.

TEACHER NOTES AND RESOURCES:

5. All students will be able to explain the political process(es) by which an individual or group might legally initiate, change or remove a law, or remove a person from political office.

Students will be able to explain the process(es) by which laws are made by means of a schematic diagram. Each student will be able to define and exemplify the probable events and roles.

(See 6th grade schematic and fundamental ideas of political science below.)

Re-introduce: Review, and expand K-6 components and integrate. Insure knowledge and understanding of vocabulary and terms.

(See schematics below.)

MASTERY - Competency as stated in the box above.

Review and coordinate as needed for mastery.

(Most books will also illustrate how a bill becomes a law in the United States.)

Skill is functional or usable without instruction at the 9th grade level.

Review as needed.

RESOURCES

6	7	8	9
See Intermediate (3-6) Program Guide.	Silver Burdett, Chapter 23, Lesson 1. Text deals with government throughout but main concern is over responsibility for supplying needs and preserving resources.	Silver Burdett throughout; be alert to teacher suggestions in each lesson. General coverage (see also charts following).	No specific resources identified. See OSPI publication, You and the Law.

MASTERY - All students will be able to draw a schematic diagram showing how societies make laws or rules and to give an example of each component.

Review and reinforce: Federal and National application, i.e., United States Government - Constitution.

Introduce: Application to Washington State and the city of Spokane.

Introduce: Community consensus/support in the form of regime, values, norms and structures.

TEACHER NOTES AND RESOURCES:

Review and reinforce: Distinquish the legislative lawmaking process from executive order and judicial review - give an example of each.

Optional Introduction: Terms and concepts of initiative, referendum and recall, special interest groups, lobbies, citizen action group.

Grade 6 Schematic

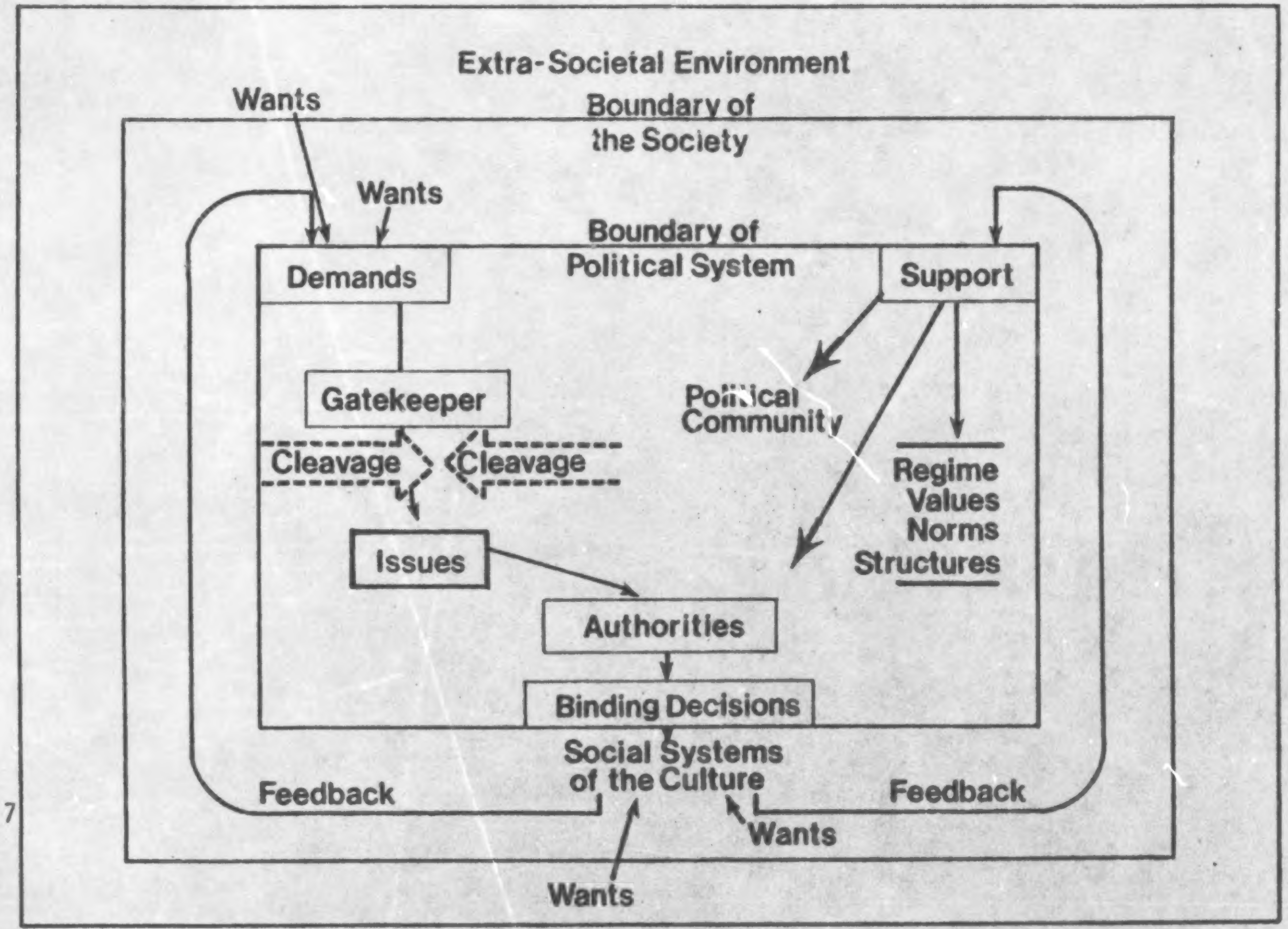
—— Introduce

—— Review, Reinforce & Expand

----- Optional

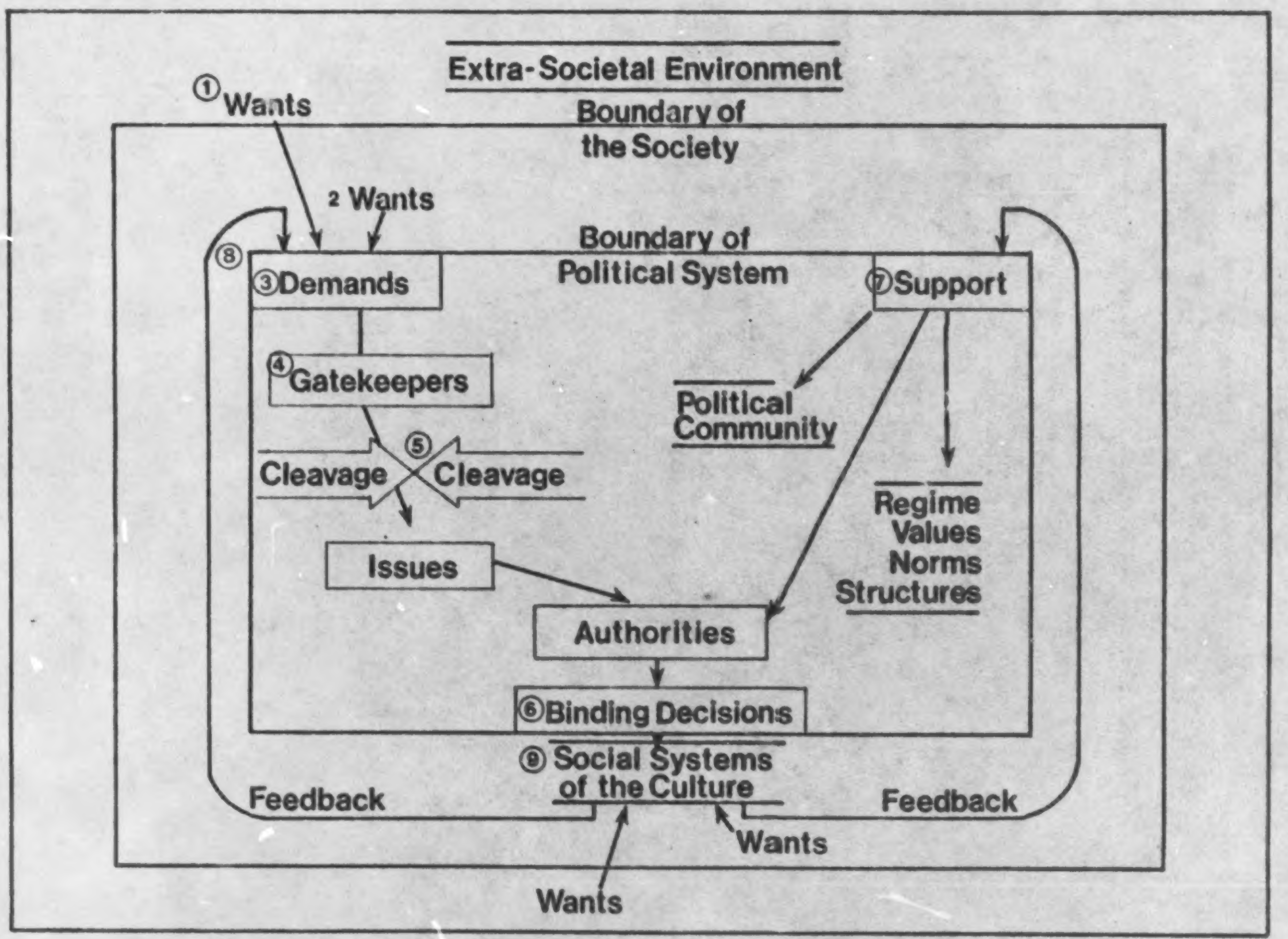
CLEAVAGE MAY BE IDENTIFIED AS POLITICAL PARTY AND LOBBY KINDS OF ACTIVITY.

PROCESS MAKING WANTS, FEEDBACK, DEMANDS, AND SUPPORT SUPPORT IS COVERED IN COMPETENCY POLITICAL SYSTEM, GOAL 7


Extra-Societal Environment
Wants
Boundary of the Society
Wants
Boundary of Political System
Demands
Support
Gatekeeper
Political Community
Cleavage
Cleavage
Regime
Values
Norms
Structures
Issues
Authorities
Binding Decisions
Social Systems of the Culture
Feedback
Feedback
Wants
Wants

SEE ALSO COMPLETE DIAGRAM WITH ANNOTATION FOLLOWING.

Complete Schematic with Annotations


Extra-Societal Environment
①Wants
Boundary of the Society
2 Wants
Boundary of Political System
⑧
③Demands
⑦Support
④Gatekeepers
Political Community
⑤
Cleavage
Cleavage
Regime
Values
Norms
Structures
Issues
Authorities
⑥Binding Decisions
⑨ Social Systems of the Culture
Feedback
Feedback
Wants
Wants

The theoretical structure of Political Science has been developed with Professor David Easton of the University of Chicago.

1. Members of society have many wants, which they hope to satisfy.

2. Some of these wants will be satisfied through the economic, family, educational, and religious systems. Wants that cannot be satisfied by any of these systems are channeled to the political system.

3. As the people's wants enter the political system for satisfaction, they become demands. These demands are screened.

4. The screening process operates through formal or informal organizations. These organizations act as gate keepers. Some of the demands vanish. Others become issues debated in the political community, a group who share a desire to work together as a unit in the political solution of problems.

5. The issues are molded by cleavages in the political community and by the authorities who translate these demands into binding decisions.

6. The binding decisions affect the social systems and the participants in them, generating positive or negative support.

7. The support may be directed toward the political community; toward the regime, a political system that incorporates a particular set of values and norms and a particular structure of authority; and/or toward the authorities, the particular persons who occupy positions of political power within the structure of authority.

8. The binding decisions generate new wants, which appear again at the gate of the political system asking for recognition.

9. The source of the support for the political community, regime, and authorities may originate from the social systems in the forms of education, patriotism, and other mechanisms.

6. All students will be able to identify and explain the legislative, executive and judicial functions of government at the local, state, and federal levels. Each student will be able to describe how these functions are interrelated and balanced at each level and between or among levels.

6	7	8	9
Not applicable.	Not applicable below the 8th grade level of readiness and maturity except as coincidental with Political Science goals 3, 5 and 9.	MASTERY - Terms and functions of government at the federal level. Introduce: Terms and functions of each branch of government at each level of government (coordinate with goals 3, and 5 above). Introduce: Interrelationships (separation and balance) of power among the three branches of federal government. Introduce: Interrelationships and balances between state and federal governments.	Review, reinforce and expand K-8 concepts, knowledge and skill. Re-introduce: Interrelationships and balances between state and local governments and the federal government. Anticipate mastery at the 11th grade level.

RESOURCES

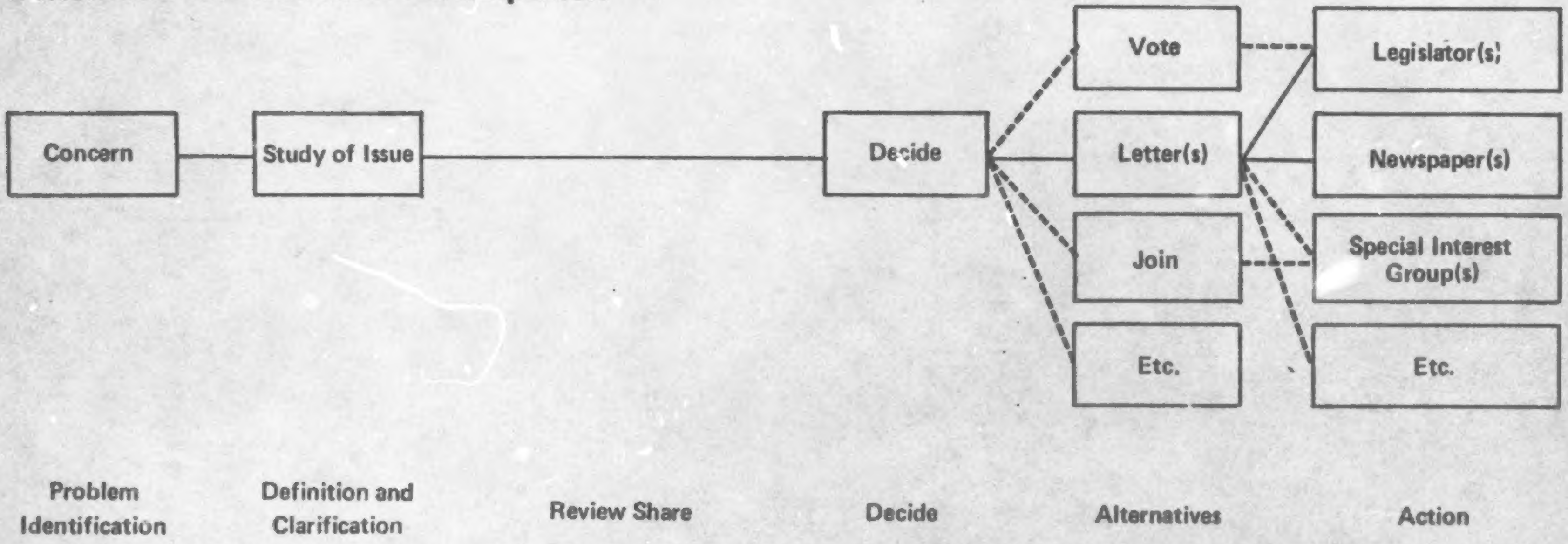
Not applicable.	Not applicable.	United States Constitution Studies.	OSPI, You and the Law.

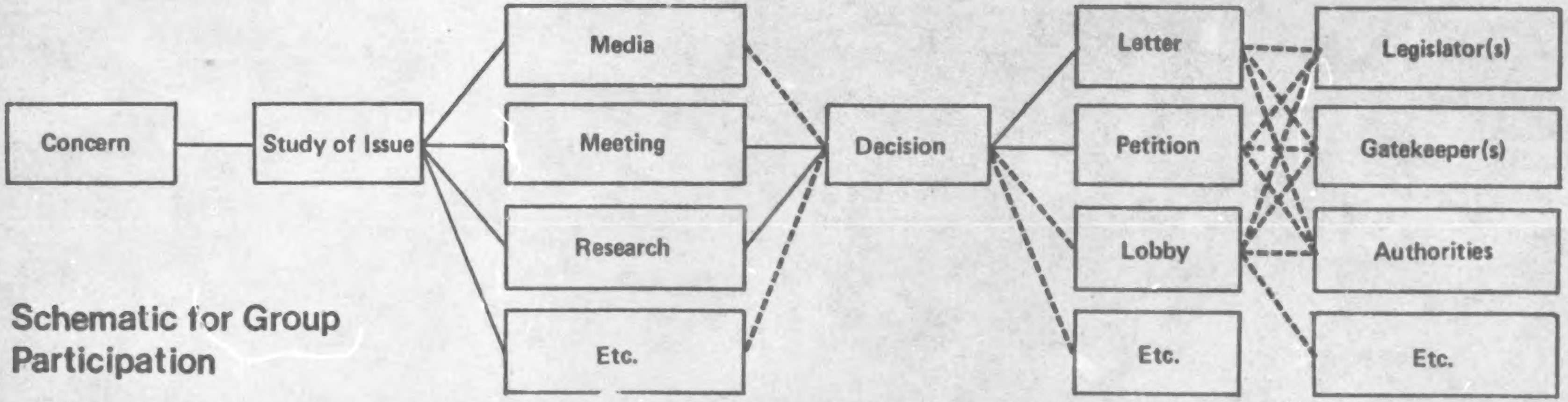
TEACHER NOTES AND RESOURCES:

7. All students will be able to construct a schematic diagram or flow chart of two alternative ways a person might participate in our political system to achieve a specified political purpose.

Individual participation in the political system or process is similar to participation in a (class) project. Introduce: Schematic diagram and its components and concepts. (See below.) Introduce: Concept and process of petition. Letter to appropriate representative. Participation as an individual and as a group may be parallel and simultaneous.	Review and reinforce K-6 skills and concepts. (See below.)	MASTERY - Competency as stated in the box above. (See below.) Review, integrate and coordinate as needed.	Skill is functional or usable at the 9th grade level without further instruction. Reinforce.

Schematic for Individual Participation


Concern
Study of Issue
Decide
Vote
Letter(s)
Join
Etc.
Legislator(s)
Newspaper(s)
Special Interest Group(s)
Etc.
Problem Identification
Definition and Clarification
Review Share
Decide
Alternatives
Action


Concern
Study of Issue
Media
Meeting
Research
Etc.
Decision
Letter
Petition
Lobby
Etc.
Legislator(s)
Gatekeeper(s)
Authorities
Etc.

Schematic for Group Participation

RESOURCES

See Intermediate (3-6) Program Guide.	No specific resources have been identified except for the schematics which follow. The opportunities to achieve this competency can flow from the previous competencies listed above.

TEACHER NOTES AND RESOURCES:

8. All students will be able to trace the growth and development of the democratic process on a timeline from Greece to the present.

Not applicable below the 7th grade level of readiness and maturity except as may be coincidental in United States History and Geography (5th grade).	Introduce: Timeline construction using the birth of Christ as a "center" point. Discuss the significant events and their dates which have lead to the development of democracy: Athenian democracy the Roman Republic, Magna Carta, the Iraquois Confederation, Bill of Rights and Constitution, the French Revolution, the League of Nations, etc.	MASTERY - Timeline concept and skill as stated in the box above. Review and reinforce--expand to include American and United States History as needed.	Skill is functional or usable without further instruction at the 9th grade level.

RESOURCES

6	7	8	9
Not applicable.	No specific resources have been identified. Timelines occur throughout the materials provided to implement the District program.		

TEACHER NOTES AND RESOURCES:

9. All students will be able to define and give an example of compromise and consensus from their daily life experiences, a current public issue and/or a historical issue and to show how those experiences are related or common in governmental action.

6	7	8	9
MASTERY - Students will be able to define and explain the terms and concepts of "compromise" and "consensus." Expand application to international scope.	Re-introduce and review K-6 skills. Context of understanding and competency: Public issues (local through international and current as interest and concern indicate) and daily life experiences as appropriate.	Review and reinforce the concept of compromise in a historical context (United States History), e.g., Constitutional convention).	MASTERY - Competency as stated in the box above. Review, reinforce and expand as needed.

RESOURCES

6	7	8	9
See Intermediate (3-6) Program Guide.	No specific resources have been identified. Opportunties will flow from the materials provided to implement the District program and from current events.		

TEACHER NOTES AND RESOURCES:

SOCIOLOGY/ANTHROPOLOGY

SOCIOLOGY/ANTHROPOLOGY

BASIC

1. BASIC HUMAN GROUPS
2. CULTURAL UNIVERSALS
3. POPULATION EFFECTS
4. THE HUMAN ENVIRONMENT
5. GROUP PREFERENCES
6. CHARACTERISTICS OF "SOCIETY"
7. URBAN PROBLEMS

REQUIRED

REINTRODUCE AND REINFORCE BASIC SKILLS AT A MORE MATURE LEVEL.

20. SOCIALIZATION

ELECTIVE

8. DEFINITION
9. SOCIOLOGICAL METHODS
10. TERMINOLOGY
11. CULTURE COMPARISON
12. SELF ACTUALIZATION
13. INSTITUTIONS
14. PROBLEM SCOPE
15. COMMUNITY RESOURCES
16. CLASS STRUCTURE
17. STATUS IDENTIFICATION
18. MOBILITY
19. ALTERNATIVE STATUS CRITERIA

SOCIOLOGY/ANTHROPOLOGY

The name of this study and of this area of study is the Social Studies. The key or core is sociology or the study of society. This is the subdiscipline that attempts to understand human beings as they interact with one another and the pattern(s) of interaction. It attempts to understand primarily the social relationships, the groups that people or societies form and the influence of those groups on the individual, on the group and on other groups, and finally on the society or culture at large.

It can be anticipated that aspects and components of the skills identified can and will be learned in other subject matter areas. Patterns of communication can be taught in language arts. Human interaction with the environment and the distribution and use of the wealth of that environment is part of the content of science, mathematics and economics (including geography). However, it is the area of Social Studies and of sociology in particular which pulls the diverse elements together in attempting to understand the right and wrong, the value system, of a given society or segment of that society. It is sociology, the good of society which humanizes an otherwise purely scientific rationalistic approach to these studies. The "can do" spirit with which these competencies are written needs to be evened out with the "should do? - when?" spirit. It is sociology which provides an opportunity to learn the alternatives if alternatives exist. This is true as the school program now exists. If this proposal of competencies were adopted, sociology would be supplemented and reinforced by judgment criteria and history.

1. The student will be able to identify some groups that human beings form (e.g., family, peer, community, national and international groups) and describe some of the function(s) of the groups identified. The student will be able to give reasons why and how these groups form and indicate how and why the functions may vary or change within or among societies (cultures) and/or over a period of time.

A. IDENTIFICATION.

6	7	8	9
Review and reinforce K-5 skills. Introduce cultural and intercultural groups (family, peer, neighborhood, local, state, and national groups have been previously covered).	Review, reinforce and expand K-6 skills.	MASTERY - Student will be able to identify groups (five) that human beings form.	This skill is functional (usable) at the 9th grade level. Coordinate for mastery of competency as stated in the box above.

B. FUNCTION AND PURPOSE.

6	7	8	9
Review, reinforce and expand K-5. Introduce religious or moral purpose. Cultural system or trait. Purposes of safety, order, and general welfare, i.e., human needs, have been covered previously.)	Review, reinforce and expand 6th grade: religious, moral, cultural purpose. Introduce: Government functions and power.	MASTERY - 7th grade skills review, reinforce and expand government function. Also expand power and survival as purpose and function.	Coordinate for mastery of the competency as stated in the box above.

C. PROCESS AND OPERATION.

Introduce: Adaptation, control and change (time and evolution).	Review, reinforce and expand 6th grade skills and understanding.	MASTERY - 7th grade skills. Introduce: Revolution, evolution, dispersement, and reorganization as means of change.	Coordinate for mastery of this competency as stated in the box above.

D. ALTERNATIVES.

Not applicable below 7th grade level of maturity and readiness.	Introduce: Define alternative life style that some groups may form, e.g., Indian family structure child-grandparent relationships.	Review and reinforce 7th grade skills and understanding.	Although final mastery of this component will not be achieved until the senior year, the skill should become functional enough to master this competency as stated in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.	NOTE: See Silver Burdett Teacher's Guide: Column 1, pages T-22 through T-43. This focus is the primary focus of Silver Burdett materials.	NOTE: See Silver Burdett Teacher's Guide, Column 1, pages T-12 through T-33.	No specific resources identified - use student knowledge and this guide to coordinate for mastery.

TEACHER NOTES AND RESOURCES:

2. The student will be able to identify some "cultural universals" such as shelter, food, communications, socialization, family organization, and religion, and to explain that the identified cultural universals take different forms in different cultures, and that these forms may change over a period of time.

6	7	8	9
Students have dealt with this competency in coordination with other goals in this guide. The specific components which have been covered are: (A) basic needs, (B) institutions, (C) interpersonal relationships, (D) behavior codes, (E) traditions and heritage and (F) communication patterns (including transportation).	Coordinate and integrate all components to achieve the anticipated mastery at the 9th grade level. (See 6th grade column, left.) Introduce: Definition of "institution" and "tradition."	Review, reinforce and expand 7th grade knowledge and skill.	MASTERY - Of the competency as stated in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.	NOTE: See RESOURCES identified under Goal No. 1 above.		
	Intercultural comparison will be an effective means of achieving this competency.	Cultural comparison using native American cultures, especially during the colonization and early westward expansions will be effective.	Cultural comparison using the native American cultures, especially during late westward expansion and Washington history will be effective.

See also a field trip to the Museum of Native American cultures.

The American Heritage Activity cards in your building will also be very helpful.

CAUTION: Avoid stereotyping.

TEACHER NOTES AND RESOURCES:

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3. Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

Coordinate with Judgment Criteria Goal No. 10.

Review and expand K-5 skills and understandings: crime rate, transportation, economics (jobs), pollution, housing, etc.

Introduce: Evaluation of effects: community services, privacy, living space.

Review and reinforce the relationship of population density to supply of natural resources ,i.e., food, water, air, shelter, mineral, etc.

Review and expand the relationship of population density to the growth of social problems - crime, transportation and living space.

MASTERY - Of the competency as stated in the box above.

Introduce: Concept of how population density limits the use of human resources, e.g., availability of education and career training.

This skill is functional (usable) without further instruction at the 9th grade level.

RESOURCES

6	7	8	9
See Intermediate (3-6) Program Guide.	See RESOURCES under Sociology/Anthropology Goal No. 1. Also coordinate with Political Science goals.		

TEACHER NOTES AND RESOURCES:

4. Students will be able to describe and evaluate ways in which human beings have interacted with and/or adapted to their environment, i.e., their human environment.

6	7	8	9
At the 6th grade level and below, attempts to reach this competency will be coordinated with competencies and components identified and sequenced in the Geography, Economics, and Judgment Criteria sections above. Reinforce 2nd grade concept of interaction and mutual dependence.	Introduction: Concept of adaptation, e.g., to a set of geographical problems (desert beduin or nomad).	Review, reinforce and expand concept of interaction and adaptation (compare with native American cultures). Students will be able to propose a solution to a problem involving interaction with an urban environment. (This solution may be based on simply "getting along," or upon theory, e.g., Turner's thesis.)	MASTERY - Of this competency as stated in the box above.

RESOURCES

See Intermediate (3-6) Program Guide.

See the RESOURCES identified under Sociology/Anthropology Goals No. 1 and 2 above.

TEACHER NOTES AND RESOURCES:

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5. Students will be able to identify preferences which lead to group identification.

Review, reinforce and expand grade 5 skills and understanding. (Group or peer identification in terms of "fads" in clothes, foods, language and recreation.)	Review the concept of peer group(s). Introduce: Identification in terms of academic interest, sports or nonacademic interests, outside (school) interests, status (social, economic) etc.	MASTERY - Of this competency as stated in the box above.	Skill is functional (usable) at the 9th grade level without further instruction. Reinforce.

RESOURCES

See Sociology/Anthropology Goals No. 1 and 2 above. However, the best opportunities to build and reinforce this competency will likely flow from the self concept competencies and from the natural flow of discussion attendant there to.

TEACHER NOTES AND RESOURCES:

6. Students will be able to define and describe the basic characteristics of a community, society, or culture, (i.e., institutions, organizations, economic, civic, religious, educational, etc., groups, social aggregates - ethnic groups, classes, etc.).

6	7	8	9
This competency is not applicable below the 7th grade level of readiness and maturity except on an individual basis and as coincidental with other competency objectives in this guide.	Introduce: Students will be able to give an example of specific instances in which common goals unify individuals, and an example of instances in which social, cultural and/or ethnic differences may bring about conflict.	Introduce: Students will be able to define the terms "social class" (economic) and to give three examples as they (might) exist in the United States. Students will be able to describe how the social classes given as example tend to view various (two different) institutions.	MASTERY - Of the competency as stated in the box above.

Students will be able to show that different religious, civic and/or educational institutions reflect more similarities than differences and that misunderstanding magnifies differences.

RESOURCES

Not applicable.

The resources identified under Sociological/Anthropological Goals No. 1 and 2 above will apply here as well.

TEACHER NOTES AND RESOURCES:

7. Students will be able to identify and explain three problems with which people in heavily urbanized areas must cope, (environmental, economic, political and/or social problems).

GR	6	7	8	9
	The components of this competency have been previously identified and sequenced in this section under Goals No. 1 2 and 3, as well as in the geography, economics and political science sections.	Introduce: Coordination and integration to achieve anticipated 9th grade mastery. Introduce: Identification of problems urban environments have (e.g., pollution, education, crime, zoning and/or land use planning, etc.) as they apply to Spokane.	Review, reinforce and pand 7th grade coordination and integration. Introduce: City growth causes and effects and the growth of urban problems.	MASTERY - Of this competency as stated in the box above.

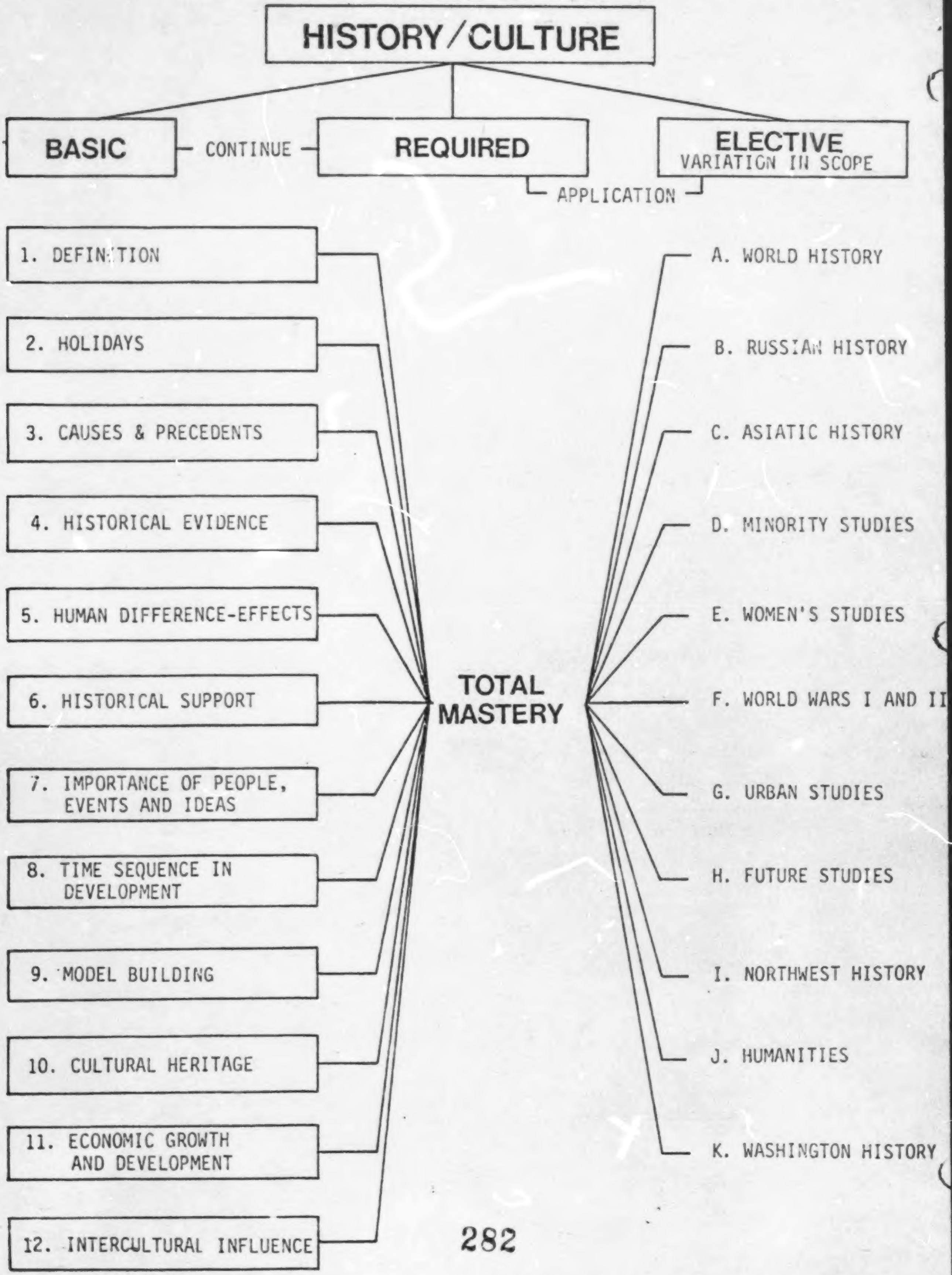
RESOURCES

See, Intermediate (3-6) Program Guide.

Resources will flow from the content coverage of the materials provided by the District to implement this guide. Check the teacher's guide for each lesson for specific ideas.

TEACHER NOTES AND RESOURCES:

HISTORY/CULTURE


HISTORY/CULTURE
BASIC
CONTINUE
REQUIRED
ELECTIVE
VARIATION IN SCOPE
APPLICATION
1. DEFINITION
2. HOLIDAYS
3. CAUSES & PRECEDENTS
4. HISTORICAL EVIDENCE
5. HUMAN DIFFERENCE-EFFECTS
6. HISTORICAL SUPPORT
7. IMPORTANCE OF PEOPLE, EVENTS AND IDEAS
8. TIME SEQUENCE IN DEVELOPMENT
9. MODEL BUILDING
10. CULTURAL HERITAGE
11. ECONOMIC GROWTH AND DEVELOPMENT
12. INTERCULTURAL INFLUENCE
TOTAL MASTERY
A. WORLD HISTORY
B. RUSSIAN HISTORY
C. ASIATIC HISTORY
D. MINORITY STUDIES
E. WOMEN'S STUDIES
F. WORLD WARS I AND II
G. URBAN STUDIES
H. FUTURE STUDIES
I. NORTHWEST HISTORY
J. HUMANITIES
K. WASHINGTON HISTORY

HISTORY/CULTURE

In a sense history has been the traditional center of the Social Studies. There have, therefore, been no attempts in the report to diminish the importance of history. Rather, there has been an effort to emphasize the importance of all subdisciplines within the Social Studies.

The importance of history remains undiminished. There are specific history goals within most of competencies identified in the other Social Studies subdisciplines (e.g., heritage in self concept). Most of the competencies identified in this document can be taught within the context of history. In addition, the traditional values, knowledge and concepts associated with history have been identified and maintained in this subdiscipline.

It is anticipated that history is and will continue to be supplemented by and to act as supplement to other "subject matter" areas within the curriculum, especially to reading and literature within the language arts program.

1. Students will be able to define the term "History" and to analyze the definition(s) of others.

6	7	8	9
Students will be able to "define" history in own words.	Introduce: Understanding that any division of history is controversial, but that history can be defined - use examples and begin analysis (use Social Studies skills).	Introduce: Student will be able to explain that: except for dates to specific events, history contains few, if any absolutes, the role of opinion after data gathering varies from author to author, and the history of any event is never completely written. Students will be able to recognize characteristics of "most valid" historians. After exposure to many sources concerning any event, the reader forms an opinion and becomes the historian.	MASTERY - Competency as stated in the box above. Review, reinforce and coordinate as needed.

RESOURCES

See Intermediate (3-6) Program Guide.	Silver Burdett Teacher's Guide, column 4, pages T-23 through T-43.	Silver Burdett Teacher's Guide, column 4, pages T-13 through T-33. See Chapters 1 and 2.	No specific resources identified.

NOTE: History often contains the parallel titles of tradition and heritage.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify, explain the origins, and describe the ways of observing each of the major days of celebration in the culture of the United States, i.e., those holidays celebrated in special ways.

MASTERY - Competency as written in the box above.

NOTE: This skill is functional (usable) at the junior high school level. However, teacher may wish to review or supplement with background material as these days occur throughout the year or as the origins come up in the course of study about cultures or time sequence.

RESOURCES

None identified.

TEACHER NOTES AND RESOURCES:

3. Students will be able to select a current public issue, event, or incident and explain its causes and precedents.

Review 5th grade skill and knowledge: Selection of current event or incident from a newspaper or periodical.

NOTE: See Social Studies skills, especially the Research Skills (goals 4-9).

At each grade level students will be able to select a current public issue within the appropriate area of study at that grade level and to identify the means for finding the causes and precedents underlying that issue.

MASTERY - Competency as stated at the 9th grade level is dependent upon the complexity of the issue selected. Student should be able to identify at least two causes and/or precedents on any given issue.

RESOURCES

No specific resources have been identified. Resources will depend upon the issues chosen and may flow from the materials provided or from current events.

TEACHER NOTES AND RESOURCES:

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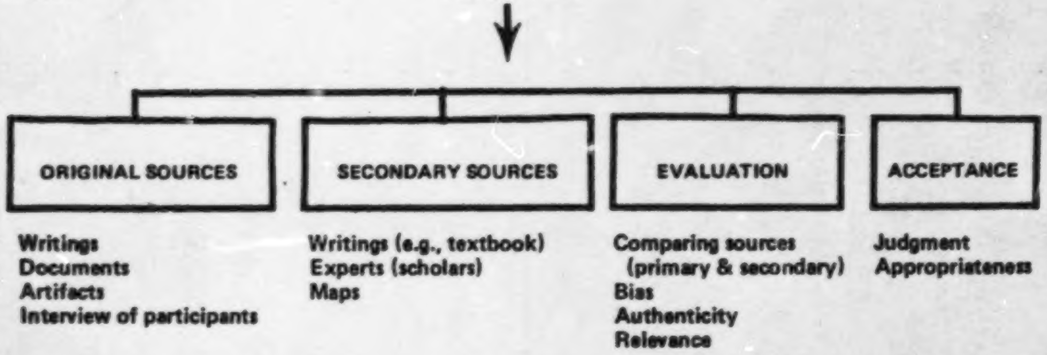
4. Students will be able to identify and explain the manner in which historical evidence is collected, evaluated and accepted.

Not applicable below the 7th grade level of readiness and maturity except on a coincidental basis.	Coordinate with Social Studies skills Goal No. 6-D. Introduce:	Review, reinforce and expand 7th grade coverage.	Review, reinforce and expand 7th and 8th grade knowledge. Anticipate mastery at the senior high school level.


ORIGINAL SOURCES
SECONDARY SOURCES
EVALUATION
ACCEPTANCE
Writings
Documents
Artifacts
Interview of participants
Writings (e.g., textbook)
Experts (scholars)
Maps
Comparing sources (primary & secondary)
Bias
Authenticity
Relevance
Judgment
Appropriateness

6	7	8	9

RESOURCES

6	7	8	9
Not applicable.	Silver Burdett Teacher's Guide, column 4, pages T-23 through T-43.	Silver Burdett Teacher's Guide, column 4, pages T-13 through T-33. Also see teacher's suggestions for each lesson throughout Silver Burdett program.	No specific resources identified.

TEACHER NOTES AND RESOURCES:

5. Students will be able to use evidence from History to explain differences between or among groups in conflict. Such evidence will explain the causes of the conflict and the effect(s).

The skills needed to achieve this competency are essentially the same as those needed in HIC-3 and 4. Thus no new sequence is provided. Each junior high school grade level will introduce and review this competency and its components in coordination with 3 and 4. The 9th grade will anticipate mastery at the senior high school level.

This competency is not applicable below the 7th grade level of maturity and readiness.

RESOURCES

Not applicable.	No specific resources identified. Essentially the same resources identified in goal No. 4 above will apply here as well.

TEACHER NOTES AND RESOURCES:

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue or controversy selected for study.

Coordinate with HIC-3, 4, and 5, and Social Studies skills.

Each junior high school grade level will introduce and review this competency and its components from the other coordinate competencies. The 9th grade will anticipate mastery at the senior high school level.

This competency is not applicable below the 7th grade level of maturity and readiness.

RESOURCES

6	7	8	9
Not applicable.	No specific resources identified. This competency flows from and with competencies 3, 4, and 5 and with the Social Studies skills. Resources identified they will apply here.		

TEACHER NOTES AND RESOURCES:

7. Students will be able to identify the ten individuals, events and/or movements from history which the student believes have most affected the course of history and be able to explain how those individuals, events, or movements have changed or altered life on this planet.

Students can identify ten individuals and tell why they are/were important. Introduce: Events.	Review, reinforce and expand skills from the intermediate grades. Continue events. Introduce: Religious movements within the context of content.	Review, reinforce and expand 4-7 skills and coverage. Reinforce events from American History. Introduce: Idea or movement of democracy.	MASTERY - Ten individuals. Reinforce ten events from American History. Introduce: Movements and anticipate mastery of this competency as written at the senior high school level.

RESOURCES

No specific resources have been identified. Resources will depend to a large extent on the choices made by individual students.

TEACHER NOTES AND RESOURCES:

8. Students will be able to demonstrate an understanding of chronology and/or time sequence by constructing a timeline illustrating the time relationship between or among not less than ten interrelated events.

Not applicable below the 7th grade level of readiness and maturity except in an incidental way.	Introduction: Competency as stated in the box above.	Review, reinforce and expand 7th grade skills. Apply to United States History.	MASTERY - Competency as stated in the box above.

RESOURCES

6	7	8	9
Not applicable.	No resources specifically identified. Opportunities exist throughout the materials provided for implementation.		

TEACHER NOTES AND RESOURCES:

9. Students will be able to write a biography of one historical figure admired by the student. The biography must include what the admired individual believed, those conditions under which the individual worked, and what that individual did to merit the student's admiration.

Review, reinforce and expand skills from grades 4 and 5. Students will be able to write a one page biography of an historical figure. (Grade 4 was a scrapbook.)	Re-introduce: Scrapbook biography and coordinate with one page written biography.	Review, reinforce and expand 7th grade competency. At this level students should be encouraged to lengthen biography to at least three pages of written text.	MASTERY - Students will be able to write a minimum one page biography according to the criteria specified in the box above. Anticpate longer and more complex biography at the senior high level.

RESOURCES

See Intermediate (3-6) Program Guide.	No specific resources identified. Resources will differ according to individual student choice. This competency should be coordinated with Research Skills and with Language Arts when possible and as needed.

TEACHER NOTES AND RESOURCES:

10. Students will be able to describe five events which contributed to the cultural heritage of the United States.

Not applicable.	Not applicable according to the content of the 7th grade program.	Introduce: Students will be able to describe five events which contributed to the information of our government, to the industrial and/or the economic growth of the United States, and to the growth of freedom within this country.	Students will be able to describe five events which promoted or caused the recognition of and the respect for multi-ethnic contributions to the culture of the United States. MASTERY - Competency as stated through the time periods covered.

6	7	8	9

RESOURCES

Not applicable.	Not applicable.	No specific resources identified. Resources may vary according to choices made by students coordinate with History/Culture goal No. 7.	

TEACHER NOTES AND RESOURCES:

11. Students will be able to describe three economic points of view which have influenced the development of the United States.

Not applicable below the 7th grade level of maturity and readiness.	Introduce: Terms, meaning and implications of historical economic development - within the context of 7th grade study (e.g., merchandising, free enterprising, imperialism, cooperative, etc.).	Review, reinforce and expand 7th grade concepts. Apply to the history of the United States. Introduce: Term, meaning and implication of American economic development (e.g., industrial revolution, manifest destiny, westward expansion, monopoly, trusts, the rise of big business, etc.).	Review, reinforce and expand concepts from grades 7 and 8. Anticipate mastery at the senior high school level.

RESOURCES

Not applicable except as incidental to the content of the 6th grade program.

No specific resources identified. Opportunities to achieve this competency occur throughout the materials provided to implements the District programs.

TEACHER NOTES AND RESOURCES:

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12. Students will be able to identify and describe the influence of three non-English speaking cultures on the American culture and three influences of the American culture on other cultures outside the American mainstream culture.

Not applicable.	Not applicable at this level because of the program content.	Introduce: Influence of the native American, the Black, the Swedish, the Dutch and the Spanish cultures. Introduce: Influence of American mainstream culture upon people of other cultures living in this country.	MASTERY - Competency as stated in the box above through the time covered by program designation.

		Introduce: Immigration, cultural and scientific (etc.) influences, e.g., Irish, German, Italian, Japanese, etc.

RESOURCES

Not applicable.	Not applicable.	No specific resources have been identified. Opportunities to learn occur in sequence throughout the materials provided to implement the District program.

TEACHER NOTES AND RESOURCES:

SOCIAL STUDIES APPROVED PROGRAM MATERIALS

SOCIAL STUDIES APPROVED PROGRAM MATERIALS

Sixth Grade

WINDOWS ON OUR WORLD: The Way People Live. Branson, Anderson; Houghton Mifflin; 1976. (Text, teacher's edition, activity book, diagnostic tests, performance evaluation, teacher's manual for tests.)

MEDIA PACKAGES:

EVERYDAY ECONOMICS - Level VI. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

CAREER KALEIDOSCOPE. January Productions; Multimedia Servicenter.

1. Law and Justice in the United States. New York Times.
2. Our Government in Action.
3. Buyer Be Wise.
4. Economics In Our World.

SUPPORT MATERIALS: WHERE AND WHY, Level VI. Maps and Globes; Nystrom.

Seventh Grade

THIS IS OUR WORLD. O'Hern; Silver Burdett; 1975. (Student text, teacher's edition, problem solving book, nonrenewable.)

Components:

Problem Solving - Teacher Edition

Individualized Learning Package

Individual Test Book (nonrenewable)

Individual Test Key

Sound Filmstrip (media package)

This Is Our World filmstrip - Teacher's Edition

Activity Spirit Masters

SUPPLEMENTARY:

EXPLORING OUR WORLD. Follett; 1977.

Components:

Eastern Hemisphere, classroom set of 40, No. 7760

Eastern Hemisphere, Teacher's Edition, No. 7760

Follett Student Atlas, package of 10, classroom set of 4 packages per teacher.

Skills for Understanding Maps and Globes (classroom set, 40 copies per teacher). Workbook, nonrenewable.

B.F.A.: How to Read Maps and Globes.

MAPS AND GLOBES:

World Maps - No. 9
Eurasia - No. 6
Europe - No. 5
North America - No. 2
South America - No. 4
Africa - No. 7

Eighth Grade

LET FREEDOM RING. Brown, et al; Silver Burdett; 1977. (Student text, teacher edition, problem solving book (classroom set of 40 per teacher, nonrenewable.)

Components:

Test Book (classroom set of 40)

Individual Test Key - Teacher's Edition

Activity Spirit Masters (renewable)

Sound/color Filmstrips (9 with cassettes and Teacher's Guide)

SUPPLEMENTARY:

"NEWS OF THE NATION." Prentice Hall, newspaper history of the United States.

MEDIA PACKAGES: S.V.E. - Singer

Indians of North America
Famous Women of America I
Famous Women of America II
Leading American Negroes
Pathfinders Westward
Westward Migration
Documents of Democracy
Our National Government
The American Spirit in the Revolutionary War
Discover, Exploration and Colonization of America
The Civil War
The Evolution of American Industry, Enterprise & Welfare

NYSTROM: The American Experience.

Immigration and Migration - AE-100

Values and Attitudes - AE-200

MAPS AND GLOBES:

U.S. Map Sculptural Relief With Political Overlay

Desk Outline Maps:

- United States
- New England States
- Central Atlantic
- Southern States
- Western States
- North Western States
- American History Map Sequences

Ninth Grade

Semester A. United States History through World War I

LIBERTY AND UNION, Vol. II. Ridge, et al; Houghton Mifflin; 1973. (Student text, teacher edition, test duplicating, masters.)

This course is a continuation of Grade 8. The remaining materials for this 9th grade course should be supplied here as appropriate.

Semester B. Washington State History - (Building Option)

WASHINGTON TIMES AND TRAILS. Windyridge Press; 1975.

OR

WASHINGTON: A History of the Evergreen State. Avery; University of Washington Press; 1965.

TREES AND 280 Zs. Reinke; Office of Superintendent of Public Instruction, State of Washington; 1976.

YOU AND THE LAW. Bostic; Office of Superintendent of Public Instruction, State of Washington; 1976.

Supplementary:

WASHINGTON: The Natural Regions. Bassett, et al; BCS Educational Aids; 1973.

OREGON: The Natural Regions; an Overview. Bassett, et al; BCS Educational Aids; 1973.

YE GALLEON PRESS:

They Claimed A Desert

Reminiscences of Washington Territory

MAPS AND GLOBES:

The Untied States
The Pacific Northwest
The State of Washington

K-12 SOCIAL STUDIES PROGRAM EVALUATION DESIGN

EVALUATION DESIGN

The evaluation of the K-12 Social Studies Program will consist of five elements: implementation evaluation, inservice evaluation, teacher inventory, goal based assessment, and standardized testing results.

1. Implementation Evaluation

   The implementation evaluation will be conducted in September and October, 1977. The evaluation will be designed to determine if the program materials arrive on time and are distributed to buildings in sufficient quantities to implement the Social Studies program.

2. Inservice Evaluation

   The evaluation of Social Studies inservice will be accomplished on a continuing basis. As each inservice session is planned, an evaluation instrument will be developed to measure the objectives to be covered in the session.

3. Teacher Inventory

   A teacher inventory will be developed to identify strengths and weaknesses of the Social Studies program. The instrument will also include items related to program goals and objectives, inservice needs, and adopted materials. The instruments will be developed during January and February, 1978, and administered to randomly selected teachers. The sample will be stratified by grade level on the elementary level and by subject area on the secondary level. The inventories will be administered in March. Longitudinal data will be collected on an every-other-year basis after March, 1978.

4. Goal-Based Assessment

   Goal-based assessment instruments and/or procedures will be developed to assess student progress toward goals taught at the first, fourth, and eighth grade levels. The instruments and/or procedures will be developed by first, fourth, and eighth grade teachers for their respective grade levels. The following procedures will be followed in developing the goal-based assessments:

   a. Goal selection

      (1) Random

      (2) Priority

   b. Determine evaluative criteria

c. Select technique(s)
   - (1) Standardized instrument
   - (2) Observation of task performance
   - (3) Interview

d. Field test

e. Refine/revise

f. Select sample

g. Administer

h. Score/tabulate

i. Report results

The goal-based assessment will be developed during the fall of the 1978-79 school year and administered to the students the following spring. The goal-based assessment will be administered yearly beginning March, 1979.

5. Standardized Testing

Appropriate forms of the Stanford Achievement Test will be administered in October to the students in the fourth, sixth, and eighth grades. The Social Studies subtest results will be analyzed and reported annually using 1977 test results as baseline data for the longitudinal data.

K-12 SOCIAL STUDIES EVALUATION MATRIX

1977-78	1978-79	1979-80	1980-81	1981-82
Implementation Evaluation (Sep - Oct) Inservice Evaluation (ongoing) Teacher Inventory (Jan - Mar)	Goal-Based* Assessment (Oct - Mar)	Goal-Based Assessment (Mar) Teacher Inventory (Feb)	Goal-Based Assessment (Mar)	Goal-Based Assessment (Mar) Teacher Inventory (Feb)

*First, fourth, and eighth grades.

READABILITY AND AFFIRMATIVE ACTION ASSURANCES

These materials have been carefully checked and rechecked to be certain that they have met the criteria for District textbook adoption. In addition, these materials have been determined to be the best available to assist teachers and learners in meeting the goals and objectives of the Social Studies program established by Board Action, December 8, 1976.

The Social Studies Committee, its Task Forces and subcommittees have checked the readability of each book. In addition the readability of each book has been assessed by an outside source, The Social Studies Education Consortium at the University of Colorado in Boulder, Colorado. The Holt, Rinehart and Houghton Mifflin Company have checked the readability of materials. Three different instrument have been used in this readability check: the Spache (primary) or the Dolch (for intermediate grades and above), the SMOG, and the Frye readability assessments. The funding of these analyses vary only slightly and in each case the material has been found to be readable at the grade level for which it is intended.

The materials have been examined for sex and racial bias and for the potential of controversial content. In all cases the material has met the criteria applied. The criteria is on file in the Program Development Office.

This Guide has been reviewed and recommended by the following bodies:

________________________________ ______________________
The Development Committee Date

________________________________ ______________________
The Superintendent's Cabinet Date